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ENGLISH

Back to Basics

Classroom and Homework Activities

word study

punctuation

spelling

grammar



Jenni Harrold

ENGLISH

Yr 5/P 6

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English – Back To Basics (Book Yr 5/P 6)

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English – Back To Basics (Yr 1/P 2)
English – Back To Basics (Yr 2/P 3)
English – Back To Basics (Yr 3/P 4)
English – Back To Basics (Yr 4/P 5)
English – Back To Basics (Yr 5/P 6)
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Foreword

English – Back To Basics is a comprehensive resource designed to teach and revise basic literacy concepts. Essential skills are covered in spelling and word study, punctuation and grammar; with phonics included in Books Yr 1/P 2, Yr 2/P 3 and Yr 3/P 4. Each of the pages focuses on one concept, which is developed through relevant, graded activities.

Although intended as a homework series, these books are also ideal for:

- teaching a new concept
- consolidation
- assessment
- revision.

Titles in the series are: **English – Back To Basics – Yr 1/P 2**
English – Back To Basics – Yr 2/P 3
English – Back To Basics – Yr 3/P 4
English – Back To Basics – Yr 4/P 5
English – Back To Basics – Yr 5/P 6
English – Back To Basics – Yr 6/P 7
English – Back To Basics – Yr 6 Ext/S 1

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Format

This series of books contains pupil and teacher pages focusing on skills in the following areas:

- spelling and word study
- punctuation
- grammar
- phonics (Books Yr 1/P 2, Yr 2/P 3 and Yr 3/P 4).

Features

This series of books:

- provides activities on each page that relate to one literacy concept
- follows an organised format in which concepts are repeated and expanded across year levels
- uses a focal list of vocabulary
- has a pupil page supported by a corresponding teachers page
- has a teachers page that includes answers and detailed information explaining each concept
- provides additional reference information for teachers.

Purpose

This series of books is ideal for:

- teaching a new concept
- consolidating and revising knowledge and skills
- homework activities to revise skills taught in class
- assessment.

Spelling and vocabulary

There are two different lists of words used in each book:

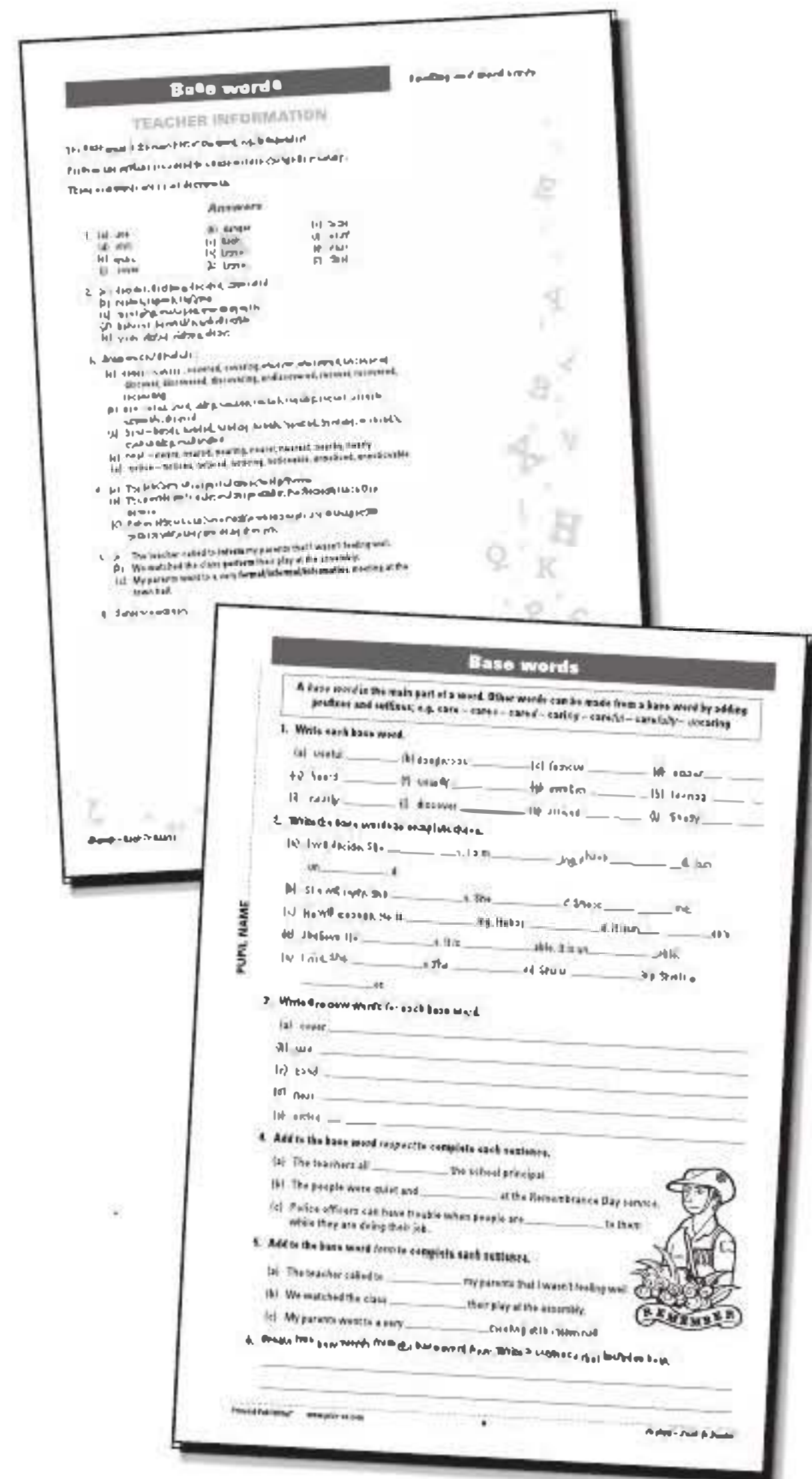
- an age-appropriate spelling list of 40 words, and
- a high-frequency vocabulary list.

Both lists are used frequently throughout each book in the areas of spelling and word study, punctuation and grammar.

Additional reference material

This book includes:

- a word-building table which shows the base word, plural form, prefixes, suffixes, syllables, synonyms and antonyms
- an extensive glossary of terms used in spelling and word study, punctuation and grammar
- vowel sounds and the different ways they are represented
- consonant sounds and the different ways they are represented
- spelling rules
- prefixes, their meanings and examples
- suffixes, their meanings and examples
- word origins— Latin and Greek root words with their meanings and examples
- words commonly misspelt
- words easily confused or misused
- prepositions and prepositional phrases
- words that can be used as adjectives or adverbs.



Country/Subject/Level	Curriculum Objectives
England Literacy Year Five	Word Structure and Spelling • know and use less common prefixes and suffixes • group and classify words according to their spelling patterns and their meanings Text Structure and Organisation • experiment with paragraphs Sentence Structure and Punctuation • punctuate sentences accurately, including using speech marks and apostrophes
Northern Ireland Language and Literacy Key Stage Two	Writing • use a variety of skills to spell words correctly • develop increasing competence in the use of grammar and punctuation to create clarity of meaning
Republic of Ireland English Fourth Class	Receptiveness to Language • identify words by reference to word parts, prefixes and suffixes Competence and Confidence in Using Language • discuss the meanings and origins of words • become familiar with the functions of words: e.g. noun, verb, adjective, adverb, pronoun, preposition • learn to use a wider range of punctuation marks with greater accuracy • learn to write with increasing grammatical accuracy • improve command of spelling
Scotland Literacy and English Second	Second - Reading • develop knowledge of punctuation and grammar to read texts Second - Writing • spell most words I need to communicate, using spelling rules • use appropriate punctuation, vary sentence structures and divide work into paragraphs
Wales English Key Stage Two	Reading - Skills • develop phonetic, graphic and grammatical knowledge and word recognition • develop understanding of the structure, vocabulary, grammar and punctuation of English, and of how these clarify meaning Writing - Skills • use a range of sentence structures, linking them coherently and developing the ability to use paragraphs effectively • use punctuation to clarify meaning • choose and use appropriate vocabulary • use the standard forms of English: nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses

Spelling list

address	calm	discover	heavy	public	through
amount	careful	either	important	reason	usually
around	cheap	except	manage	reply	useful
Australia	common	excuse	message	sign	visitor
balance	cruel	famous	nature	straight	weight
beginning	dangerous	figure	notice	thief	
believe	decide	handle	promise	though	

Vocabulary list

arrived	children	finally	minutes	ready	window
balloon	clothes	garden	money	really	woken
being	decided	heard	nearly	strange	young
billion	different	hexagon	octagon	suddenly	
breakfast	during	important	often	thought	
brought	earth	leave	pentagon	thousand	
caught	everybody	might	prism	watch	
change	eyes	million	pyramid	whole	

Spelling rules

Write *i* before *e*, except after *c*.

For example: friend, believe, receive, receipt

Some exceptions: foreign, either, science, weird, height, species

Write *ie* after *c* for words with a *shuhn* sound.

For example: sufficient, ancient, conscience, efficient

Write *ei* when the vowel sounds like an *a*.

For example: weigh, rein, reign, neighbour

For words ending in *y*:

- retain the *y* when adding *-ing*;
for example: crying, studying
- retain the *y* if it is preceded by a vowel, when adding *s* or a suffix;
for example: employs, employer
- change the *y* to *i* if it is preceded by a consonant, when adding a suffix;
for example: cries, studies

Some exceptions: dryness, shyness.

Drop the final *e* to most words when adding a suffix beginning with a vowel.

For example: use—usable
make—making

Double the consonant when adding a suffix starting with a vowel (e.g. *-ing*) to:

- a word of one syllable ending in a single consonant, preceded by a vowel;
for example: drip—dripping
sit—sitting
- a word of more than one syllable ending in a single consonant, preceded by a vowel *if* the stress is on the final syllable;
for example: begin—beginning
commit—committed.

When the stress is not on the final syllable, the single consonant remains;

for example: develop—developing—developed.

Exceptions include many words ending in *l*, where the *l* is always doubled;

for example: appal—appalling
travel—travelling.

Spelling list — Word building

Teacher notes

Word	Base	Plural	Prefixes	Suffixes	Syllables	Synonym	Antonym
address		addresses	re un-{ed}	ed ing ee	ad-dress	residence	
amount		amounts		ed ing	a-mount	total	
around	round				a-round	about	
Australia			un-{n}	n	Aus-tra-li-a		
balance		balances	un re im	ed ing	bal-ance	equalise	unbalanced
beginning	begin	beginnings			be-gin-ning	start	finish
believe	belief		dis un-{able}	ed ing er able	be-lieve	trust	disbelieve
calm			un	ed ing er est ly	calm	serene	wild
careful	care			ly	care-fui	cautious	careless
cheap				er est ly	cheap	affordable	expensive
common			un	er ly	com-mon	usual	rare
cruel				er est ly ty	cruel	nasty	nice
dangerous	danger			ly ness	dang-er-ous	unsafe	safe
decide			un-{ed}	ed ing edly	de-cide	choose	hesitate
discover	cover		un re	ed ing er	dis-cov-er	find	
either					ei-ther	whichever	
except				ed	ex-cept	but	including
excuse		excuses	un-{ed}	ed ing able	ex-cuse	reason	
famous	fame		in	ly	la-mous	well-known	unknown
figure		figures	dis	ed ing	lig-ure	shape	
handle	hand	handles	mis un	ed ing	han-dle	hold	
heavy	heave			er est ly	heav-y	weighty	light
important			un	ly ance	im-port-ant	vital	trivial
manage			mis un-{able}	ed ing er able ment	man-age	cope	fail
message		messages	re	ed ing	mess-age	note	
nature			un-{al}	ally al ist	na-ture	environment	
notice	note	notices	un-{ed}	ed ing able ably	no-tice	see	
promise		promises		ed ing	prom-ise	assure	
public				ly an	pub-lic	community	private
reason		reasons	un-{able}	ed ing able (ly)	rea-son	cause	
reply		replies	un-{ed}	ed ing	re-ply	answer	question
sign		signs	de re un-{ed}	ed ing al	sign	notice	
straight				er est	straight	even	crooked
thief		thiefs			thief	robber	
though			al		though	however	
through					through	into	
useful	use		un	ly ness	use-lul	handy	useless
usually	usual		un		u-su-al-ly	normally	exceptionally
visitor	visit	visitors			vis-i-tor	guest	
weight	weigh	weights		ed ing less	weight	heaviness	lightness

Spelling and word study

Abbreviation

An abbreviation is a word written in shortened form. A full stop may be used to show part of the word is missing. However, if the last letter of the word is used, there is no full stop.

For example: *Mon.* for Monday
Dr for Doctor

Acronym

A word made up from the initial letters of a phrase.

For example: *SIDS* (sudden infant death syndrome)
rad ar (radio detecting and ranging)

(Note: If it is not pronounced as a word, it is an initialism; e.g. *LPG*.)

Antonyms

Words that are opposite in meaning.

For example: *hot/cold*
dark/light
wet/dry

Base word

The root word or main part of the word. Prefixes and suffixes can be added to the base word.

For example: *reading*, *misguided*,
carefully

Compound word

Two or more words joined together.

For example: *pancake*, *teaspoon*,
underground

Consonant

Any letter of the alphabet that is not a vowel.

For example: *b, c, d, f, g, h, j*

Contraction

A shortened form of a word. An apostrophe is used to replace the deleted letters.

For example: *I'm*, *we're*, *they'll*,
she'd, *can't*

Derivative

A word made from adding prefixes and suffixes to a base word.

For example: *sleeping*, *unusual*,
happily

Digraph

Two letters representing one phoneme.

For example: *th, sh, wh, ei, ck, ou*

Eponyms

Eponyms are words that come from a person's name or name of a place.

For example: *Jules Leotard*
Anders Celsius
Earl of Cardigan

Etymology

The study of the origin and history of words.

For example: *annual* from the Latin word *annu*, meaning 'year'

Grapheme

The written representation of a sound.

For example: *ew, ing, th*

Homographs

Words that are spelt the same but have different origins and meanings and are sometimes pronounced differently.

For example: *cricket*, *wind*

Homophones

Words that sound the same but are spelled differently.

For example: *peace/piece*
threw/through
bored/board

Morpheme

The smallest unit of meaning.

For example: *house/keep/ing*

Phoneme

The smallest unit of sound in a word that can be represented by one, two, three or four letters. There are 44 phonemes in English.

For example: *tə, shoə, through*

Phonetics

System of spelling words that represents sounds by symbols.

Plural

Indicates more than one person or thing.

For example: two *books*
three *wishes*
four *children*

Prefix

Used at the beginning of a base word to change meaning.

For example: *inedible*, *unconscious*,
illegal, *disobey*

Singular

Only one person or thing.

For example: one *book*, a *table*,
an *apple*

Suffix

Used at the end of a base word.

For example: *working*, *lonely*,
walked, *editor*

Syllable

A unit of sound which contains a vowel sound. All words are made up of one or more syllables.

For example: *talk*, *nerv-ous*,
in-de-pen-dent

Synonyms

Words that are similar in meaning.

For example: *big/large*
small/tiny
wet/damp

Thesaurus

A reference book which groups words by meaning.

For example: *promise*—pledge,
guarantee,
engagement, commit,
assure, secure

Trigraph

Three letters representing one phoneme.

For example: *high*, *fudge*, *pear*

Vowel

The five letters of the alphabet that are not consonants.

These are: *a, e, i, o* and *u*.

Punctuation

Apostrophe

Used to show ownership and in contractions to show where letters have been dropped.

For example: Jackie's dog wasn't barking.

Capital letters

Used to start a sentence, as the first letter of proper nouns, for the pronoun *I*, in titles, and to start direct speech.

Colon

Used to introduce additional information.

For example: Use the following:
eggs, bacon, milk, salt
and pepper.

Comma

Used as a short pause to separate parts of a sentence and items in a list.

For example: The boy, a great athlete, was competing in most events.

I took pens, pencils,
paper and paints to the
class.

Dash

Used to provide additional information or show that something is unfinished.

For example: I opened the gift—it was just what I wanted.

Ellipsis

Used to mark letters or words that have been left out and a pause or interruption

For example: Her birthday party was wonderful ... the best ever!

Exclamation mark

Used to show strong emotion.

For example: That's fantastic news!

Forward slash

Used to show options, shortened forms, in web addresses and instead of *per*, *an* or *a*.

For example: *true/false*
60km/h

Full stop

Used at the end of a sentence or in some abbreviations.

For example: His birthday was on 21 Feb.

Hyphen

Used to join words and word parts, clarify meaning and divide words at the end of a line.

For example: *re-signed* a contract
brother-in-law
three-quarters

Parentheses

Used to enclose additional information such as a comment, explanation or example.

For example: Tia (my sister) showed me how to use the program.

Question mark

Used at the end of a sentence to show a question to be answered.

For example: Did you finish everything you wanted to?

Quotation marks

Used to indicate direct speech, quotations and specific titles.

For example: 'Did you know the Spanish word "siesta" means a short nap?' Ben asked.

Semicolon

Used to separate short, balanced and linked phrases or clauses. It is stronger than a comma, not as strong as a full stop. It can also be used to separate items in a list of phrases or clauses.

For example: I bought new shoes; they were on sale.

I need 12 pens, pencils and rulers; 24 books, six erasers and two bags.

Grammar

Abstract noun

A word which describes things that cannot actually be heard, seen, smelt or tasted.

For example: *anger, beauty, danger, jealousy, loyalty, pain*

Active voice

The voice of the verb which shows that the subject of the sentence is performing the action.

For example: Her friend *drove* the car.
The dog *frightened* the child.

Adjective

A describing word used to add meaning to a noun or pronoun.

For example: He wore a *blue* shirt.
The meal was *delicious*.

Adverb

Adds meaning to a verb, adjective or other adverb. It can tell how, where or when.

For example: He worked *carefully*.
Yesterday, they walked to school.
She *finally* finished.

Agreement

Shows that linked words or phrases agree in terms of case, number, gender and person.

For example: *He is* welcome. *They are* welcome.
She tried to write the story *herself*.

Article

A subclass of determiners where *a* and *an* are indefinite and *the* is definitive.

For example: a computer, *an* apple, *the* dog

Auxiliary verb

A 'helping' verb that is used in forming tense, mood and voices with other verbs. The verbs *to be*, *to have* and *to do* are often used as auxiliary verbs.

For example: I *was* thinking of you.
He *does* leave his room in a mess.
We *have* seen it.

Clause

A group of words with a subject and its verb.

For example: *She walked to the station*.

Collective noun

A group of persons or things.

For example: a *class* of pupils, a *flock* of sheep, a *herd* of elephants

Command verb (imperative)

A verb used as an order or command.

For example: *Stop* talking so loudly.

Common noun

A word naming general rather than particular things.

For example: *apple, river, table, colour*

Complex sentence

Has a main (independent) clause and at least one subordinate (dependent) clause.

For example: I like swimming before I walk along the beach.

Compound sentence

Has two or more independent clauses with a linking word.

For example: The nurse worked hard and helped the sick child.

Conjunction

A joining word for words, phrases, clauses and sentences.

For example: I ate an apple *and* a pear.

I was tired *but* I had to work *because* the assignment was due.

Connective

A connecting word that tells order and what is coming next.

For example: I'll finish the dishes *first* and *then* watch a film.

Determiner

A word that is used in front of a noun or pronoun to tell something about it.

For example: a tiger, *the* tiger, *some* tigers, *both* tigers, *that* tiger, *three* tigers

Direct speech

Exactly what is spoken, enclosed in quotation marks.

For example: '*Are you feeling thirsty?*' she asked.

Double negative

When two negatives are used together, with the effect of cancelling each other so the negative meaning is lost.

For example: She *wasn't* doing *nothing*.
He *didn't* get *no* lunch.

Finite verb

A verb that has a subject. A finite verb must be a part of every sentence and agree with its subject.

For example: The ball *rolls*.
The balls *roll*.

Idiom

A phrase that is not meant literally.

For example: *over the moon*
frog in my throat

Grammar

Indefinite pronoun

A pronoun that refers to people or things generally and not specifically.

For example: *anybody, anything, everybody, everyone, somebody, something*

Indirect speech

Reports, and often alters, direct speech without the use of quotes.

For example: I asked her to be quiet.
She told me she would leave early.

Main (independent) clause

A group of words that can stand alone and make sense without being dependent on any other part of a sentence.

For example: *I decided to go shopping* after I had my lunch.

Modifier

A word or group of words that affect the meaning of another word in some way by giving more information. They might describe, define or make a meaning more precise.

For example: The TV is in the *largest* room.
Bright-eyed and inquisitive, the squirrel searched for food.

Noun

A word that names a person, place, thing, feeling or idea.

For example: doctor, Paris, suitcase, fear, courage

Object

Shows what or whom the verb affects.

For example: They purchased a *house*.
She wore *blue jeans*.

Paragraph

A group of sentences that are about one main idea. The sentences should follow in a logical order.

Passive voice

The voice of the verb which shows that the subject is having an action done to it.

For example: Max *was tickled* by his sister.

She *was surprised* by the visitors.

Person

Text may be written as the first, second or third person and is indicated by the use of pronouns and verbs.

For example: *I* wrote the book.
It must be *yours*.
Did *he* write the book?

Personal pronoun

Used in place of a person.

First person personal pronouns are: *I, me, mine, we, us, ours*.

Second person personal pronouns are: *you, yours*.

Third person personal pronouns are: *he, his, him, she, hers, her, it, its, they, them, theirs*.

Phrase

A group of words in a sentence which does not contain a finite verb.

For example: She walked *towards the house*.
The car crashed *into the tree*.

Possessive pronoun

A pronoun used to show ownership.

For example: That book is *his*.
I think it's *hers*.
I have *mine* here.
It must be *yours*.

Predicate

What is written or said about the subject of a sentence.

For example: The teacher was *tired and hungry*.
The kitchen was *clean and tidy*.

Preposition

Used in front of a noun or pronoun to describe the relationship.

For example: *under* the water, *to* him, *at* the concert, *before* lunch, *around* them

Pronoun

Used in place of a noun to reduce repetition.

For example: Peter is conscientious.
He works quietly.

Proper noun

Used to specifically name a person or thing.

For example: *Jemma, Antarctica, Sahara Desert*

Relative pronoun

Used to connect or relate one part of a sentence to another.

For example: Here is the house *that* I want to buy.
I met the man *whose* story I had read.

Sentence

A group of words that makes sense on its own. It may have one or more clauses. It must have a finite verb, a capital letter at the start and end in a full stop, question mark or exclamation mark.

For example: *I'll eat breakfast after I've had a shower.*

Simple sentence

A sentence with only one verb (part of the predicate) and one subject.

For example: *I played a game.*
They ate dinner together.

Slang

Words or phrases in common use that are not considered to be part of standard English.

For example: *aggro, dude*.

Statement

A sentence which states a fact.

For example: *We will not be leaving today.*

Grammar

Subject

The person or thing who is doing the action in a sentence.

For example: *Mrs Green* taught music.

The *football team* won the game with the last kick.

Subordinate (dependent) clause

A group of words that cannot stand alone and make sense. It is dependent on the main clause for its meaning.

For example: I ate everything on the plate *because I was hungry*.

Tense

Verb tenses tell whether the action is happening in the past, present or future.

For example: I *walked*, I *walk*, I *am walking*, I *will walk*.

Verb

An action or state of being word.

For example: She *read* the book.

He *has written* a story.

They *will eat* dinner.

We *thought* about it.



Additional word lists

Words used as prepositions

aboard	among	beyond	in	over	under
about	around	but	inside	past	until
above	at	by	into	per	up
across	before	concerning	like	round	upon
after	behind	despite	near	since	via
against	below	down	of	through	with
along	beneath	during	off	throughout	within
alongside	beside	except	on	till	without
amid	besides	for	onto	to	
amidst	between	from	out	towards	

Prepositional phrases

according to	aside from	behind in	in front of	in regard to	on account of
ahead of	as to	due to	in lieu of	in spite of	on board
apart from	back of	in addition to	in light of	instead of	out of
as far as	because of	in the back of	in place of	in view of	owing to

Words used as adjectives or adverbs

bad	doubtless	fast	loose	right	straight
better	early	first	loud	rough	third
bright	enough	hard	low	second	tight
cheap	even	high	much	sharp	well
close	fair	late	near	slow	worse
deep	far	little	quick	smooth	wrong

There are 19 vowel sounds listed below. Most of these vowel sounds can be written in a number of different ways. The letters used to represent sounds in words are called 'graphemes'.

Knowledge about common graphemes and an understanding of how to use them when selecting the particular one needed to spell a word correctly, are essential spelling skills.

Some of the most commonly used graphemes for each vowel sound are found in the table below.

Sound	Graphemes
'a' as in bat	a (cat)
'a' as in rain	ai (pain) ay (tray) a-e (plate) a (baby) ea (break) ei (rein) ey (grey)
'ar' as in bar	ar (car) a (class) al (calf) au (laugh)
'air' as in pair	air (chair) are (care) ear (bear) ere (there) eir (their)
'aw' as in paw	aw (yawn) or (fork) au (sauce) a (ball) ore (store) oar (roar) oor (poor) ough (fought) augh (caught) al (walk)
'e' as in tell	e (jet) ea (spread)
'ee' as in tree	ee (sheep) ea (beat) y (funny) ie (thief) ei (ceiling) ey (key) i (ski) e-e (athlete)
'er' as in fern	er (germ) ir (girl) ur (purse) or (word) ear (earn) our (journey)
'ear' as in appear	ear (near) eer (deer) ere (here) ier (tier)
'i' as in bit	i (fin) y (pyramid) ui (build)
'i' as in hive	i (find) ie (pie) y (sky) i-e (fine) igh (sigh)
'o' as in top	o (clot) a (wasp) au (sausage) ou (cough)
'o' as in hope	o (no) oa (boat) oe (toe) ow (slow) o-e (home)
'ow' as in cow	ow (down) ou (loud)
'oy' as in toy	oy (boy) oi (coin)
'oo' as in cook	oo (book) u (bush) ou (should)
'oo' as in boot	oo (spoon) ew (flew) ue (true) ou (soup) ui (fruit) o (to)
'u' as in mud	u (truck) o (some) ou (young)
'yu' as in use	u-e (fuse) u (duty) ew (new) ue (avenue) eau (beauty)

There are 25 consonant sounds listed below. Most of these consonant sounds can be written in a number of different ways. The letters used to represent sounds in words are called ‘graphemes’.

Knowledge about common graphemes and an understanding of how to use them when selecting the particular one needed to spell a word correctly, are essential spelling skills.

Some of the most commonly used graphemes for each consonant sound are found in the table below.

Sound	Graphemes
‘b’ as in big	b (bat) bb (rabbit)
‘c’ as in cat	c (clean) ck (pack) ch (school) k (kite) cc (occupy) que (cheque)
‘ch’ as in chin	ch (church) tch (watch)
‘d’ as in dog	d (doll) dd (rudder) ed (talked)
‘f’ as in fat	f (fed) ff (giraffe) ph (phone) gh (laugh)
‘g’ as in get	g (goat) gg (egg) gu (guide) gh (ghost)
‘h’ as in hat	h (have) wh (who)
‘j’ as in jam	j (jet) g (giant) dge (hedge) gg (suggest)
‘l’ as in look	l (lot) ll (hill) le (little)
‘m’ as in met	m (mother) mm (hammer) mb (climb) lm (calm) mn (autumn)
‘n’ as in now	n (nurse) nn (runner) kn (knot)
‘ng’ as in sing	ng (strong) n (sink)
‘p’ as in pot	p (pin) pp (ripped)
‘r’ as in run	r (red) rr (carry) wr (write)
‘s’ as in sat	s (sun) ss (toss) c (cent) ce (rice) sc (scene)
‘sh’ as in ship	sh (sheep) s (sugar) ss (pressure) ch (machine) ci (special) ti (station) si (tension)
‘t’ as in tap	t (tent) tt (written) th (Thomas) ed (cooked)
‘th’ as in thin	th (think)
‘th’ as in then	th (that) the (breathe)
‘v’ as in van	v (vase) f (of)
‘w’ as in was	w (watch) wh (when)
‘x’ as in box	x (fox) cks (socks)
‘y’ as in yes	y (yell)
‘z’ as in zebra	z (zip) zz (fizz) s (has)
‘zh’ as in measure	s (treasure) si (television)

Prefix	Meaning	Example(s)
anti-	opposed, against	ant iseptic
bi-	two, twice	bi cycle
bio-	life	bio graphy
circum-	around	circum ference
co-	together	co operate
contra-	opposite, against	contra dict
de-	away, from, down	de fer, de scend
dis-	apart	dis connect
en- em-	make	en able, em brace
ex-	former	ex -premier
for-	not	for get
fore-	before	fore cast
giga-	billion	giga byte
hyper-	over, excessive	hyper active
il-	not	il legal
in-	not, in	in complete, in side
im- ir-	not	im possible, ir regular
inter-	between, among	inter view
mal-	wrong	mal function
mega-	million	mega byte
micro-	small	micro scope
milli-	thousand	milli litre
mini-	small	mini skirt
mis-	wrongly	mis judge
non-	not	non sense
out-	outside, detached	out patient
post-	after	post graduate
pre-	before	pre heat
re-	again, back	re peat, re turn
semi-	half	semi circle
sub-	under	sub marine
super-	over, above	super human
trans-	across	trans port
tri-	three, triple	tri cycle
un-	not	un done
uni-	one, single	uni form
with-	against, away	with hold

Suffix	Meaning	Example(s)
-able, -ible	capable of, for	adapt able , possible
-al, -ical	of, relating to	maternal, magical
-ar	like	circular
-ate	to make	aggravate
-ation	act of	invitation
-dom	state of	freedom
-er, -or	one who	farmer, actor
-ess	feminine of nouns	princess
-fold	number of parts, times	twofold
-ful	able to, full of	helpful, plateful
-ion	action, state, quality	consideration, promotion
-ise	make into	humanise
-ish	belonging, like	girlish, Swedish
-ism	state, quality, act of	heroism, baptism
-ist	one who	artist
-ive	like, connected with	native, protective
-less	without	childless
-ly	like, how, when	manly, darkly, yearly
-ment	result, state, quality of	achievement, judgment
-ous	full of	nervous
-phobia	fear, dread	claustrophobia

LATIN ROOT WORDS

Root word	Meaning	Example(s)
scribe	writing	describe, inscribe, scribble, prescribe, transcribe
port	carry	transport, portable, report, export, import, support
ped	foot	pedestrian, pedal, pedestal, impede, expedition
spire	breathe	inspire, conspire, respire, transpire
mit	send, let go	transmit, omit, admit, permit, remit
fact	make, do	manufacture, factor, faction, satisfaction, factory
duc, duce, duct	to lead	conduct, introduce, produce, educate, conductor
cap, capit	head	capital, captain, decapitate, capitulate
flu	flow	fluid, fluent, influence, affluent, effluent
mani, manu	hand	manual, manufacture, manuscript, manipulate
aqua, aque	water	aquatic, aquarium, aqua plane, aqueduct, Aquarius
aud	hear	audio, audience, audible, audition
anni, annu	year	annual, anniversary, biannual, annuity
bene	well	benefit, beneficial, benefactor, beneficiary, benevolent
prem, prim	first	primary, prime, primitive, primer, premier
unus	one	unit
duo	two	duet
tres	three	triangle
quatuor	four	quarter
quinque	five	quintet
sex	six	sextuplet
septum	seven	September (7 th month on Roman calendar)
octo	eight	octopus
novem	nine	November (9 th month on Roman calendar)
decem	ten	decimal
centum	hundred	century
milie	thousand	millimetre

GREEK ROOT WORDS

Root word	Meaning	Example(s)
meter, metre	measure	centimetre, millimetre, thermometer, barometer, pedometer, speedometer
micro	small	microscopic, microscope, microphone
aero	air	aeronaut, aerate, aeroplane, aerial
sphere	globe, ball	atmosphere, stratosphere, hemisphere
tele	far off	telephone, teleport, televise, television
logy	word, knowledge, science of	psychology, biology, zoology, neurology
auto	self	automatic, autobiography, autograph, automobile
logos	word, reason	logic, logistic, logical

LIST 1

about	choose	friend	none	their
ache	colour	guess	ocean	though
address	coming	half	often	through
afraid	cough	heard	once	together
again	could	hospital	people	tomorrow
agree	country	hour	picture	tonight
almost	couple	hungry	piece	touch
always	cousin	important	please	trouble
among	daughter	insect	promise	Tuesday
answer	decide	instead	question	uncle
any	definite	interesting	quick	used
around	different	invite	ready	useful
August	difficult	January	reason	vegetable
aunt	discuss	knew	remember	voice
autumn	doctor	know	rough	Wednesday
balloon	does	lately	said	welcome
beautiful	don't	laugh	separate	where
because	done	library	September	which
been	during	listen	sign	who
beginning	early	lose	since	women
behaviour	easy	making	some	won't
bicycle	eight	many	someone	would
breakfast	every	meant	special	write
built	exercise	message	spread	writing
business	famous	might	straight	wrong
busy	February	minute	strange	wrote
buy	finish	naughty	sure	yesterday
careful	forgotten	nearly	surprise	

LIST 2

accident	customer	incident	private
adventure	damage	information	procedure
aeroplane	decoration	injury	punishment
altogether	delicious	instrument	pure
ambulance	disappointing	intelligent	pyjamas
amusing	discovery	jealous	quantity
anxious	disgraceful	knowledge	reasonable
appear	distract	lawyer	recreation
appreciate	division	league	religion
argument	doubt	machine	repair
assembly	election	material	request
association	electric	medicine	scarce
athlete	enormous	migrate	separate
attendance	enough	multiplication	serious
audience	excitement	museum	silence
author	extreme	musical	skilful
automatic	failure	mystery	subtraction
avenue	fashion	necessary	support
awful	favourite	neighbour	surround
balance	finally	nephew	technology
believe	forty	nervous	unknown
careless	frequent	niece	valuable
celebrate	generous	opinion	variety
centre	gradual	oxygen	visitor
certain	heritage	parliament	weary
chocolate	hesitate	passenger	weight
comfortable	honest	permission	weird
committee	horrible	persuade	yacht
conversation	imagination	physical	youth
curtain	immediately	population	

LIST 3

accessories	convenient	foreigner	irrelevant	outrageous	silhouette
acquaintance	cooperate	fortunately	irreplaceable	paralyse	sincerely
acquire	courageous	freight	irresponsible	participant	sophisticated
admittance	curious	fugitive	itinerary	permitted	spaghetti
adolescence	deceased	furious	jewellery	phenomenon	spontaneous
anniversary	definite	gauge	kidnapped	pneumonia	statistics
anonymous	desperate	genuine	knowledgeable	politician	successful
appalling	diabetes	glamorous	labelled	possession	sufficient
Arctic	diarrhoea	government	legendary	possibility	supervisor
assistance	difference	grammar	limousine	professional	surgeon
asthmatic	disappearance	grieve	maintenance	pronunciation	suspicious
basically	disapproval	guarantee	manageable	prosecute	technique
bouquet	disastrous	guard	manually	protein	therapeutic
boutique	discipline	hallucination	millionaire	questionnaire	tragedy
bureau	discrimination	harass	miraculous	queue	transferred
campaign	discussion	hereditary	mortgage	reassurance	twelfth
casualty	disease	hilarious	muscle	rebellious	unanimous
cautious	disinfectant	humorous	mysterious	receipt	unconscious
cemetery	distinguish	hypothetical	nausea	recommend	unique
chauffeur	documentary	hysterical	negotiate	referee	unnecessary
choreography	economically	ignorance	numerous	regretted	vaccinate
coincidence	efficient	illiterate	nutritious	rehabilitation	vague
colleague	eightieth	imaginative	obedient	relevant	visibility
commercial	electrician	immaculate	obese	responsibility	volunteered
commitment	embarrass	inappropriate	obscene	restaurant	vulnerable
communicate	encourage	independence	obsessive	resuscitate	wintry
competitive	escalator	indigenous	occasion	rhythm	worshipped
concussion	essential	ineligible	occurred	rumour	
congratulations	eventually	ingredient	offence	satellite	
conscientious	fascinate	inseparable	omitted	schedule	
conscious	fatigue	intermediate	opportunity	siege	
controversial	fierce	interrupt	ordinary	significant	

LIST 1

Words	Examples
angel/angle	We put the angel on the Christmas tree. A triangle might have a right angle.
as/like	I did as I was told. I was like my sister.
ate/eaten	I ate breakfast. I have eaten breakfast.
beat/beaten	We will beat them. We should have beaten them.
became/become	She became a star. She will become a star.
began/begun	He began the work. He has begun to work.
been/being	I have been to school. I like being at school.
beside/besides	I stood beside him. Who, besides your dad, is home?
blew/blown	The wind blew. The papers have blown away.
breath/breathe	He took a deep breath. He can breathe deeply.
can/may/might	She can do that. May I do that? I may do that. I might be able to do that.
came/come	She came late. They will come later.
chose/choose	I chose the apple. I will choose an apple.
dairy/diary	The milk came from the dairy. He wrote in his diary.
desert/dessert	The desert was dry. He deserted them. We had ice-cream for dessert.
did/done	He did the work. He has done the work.
forgot/forgotten	She forgot the number. He has forgotten to bring it.
gave/give	She gave me the book. I will give you the book.
gone/went	He has gone to school. She went to school.
hid/hidden	Mum hid the Christmas presents. The presents were hidden from us.
its/it's	The dog is wagging its tail. It's a sunny day.
knew/know/known	I knew the teacher. I know who she is. I wish I had known before.
laid/lain	It was laid on the table. It had lain on the table for a while.
learn/teach	I had to learn the words. She can teach me how to do it.
lend/borrow	I will lend you the book. May I borrow the book?
loose/lose	These trousers feel loose. Don't lose your phone.
meter/metre	The meter was running. It was a metre long.
of/off	I was tired of working. I took off my hat.
outdoor/outdoors	Cricket is an outdoor sport. We played it outdoors.
passed/past	I passed the test. I walked past her.
practice/practise	He is going to football practice. He will practise his skills.
principal/principle	She is the principal of the school. She followed a basic principle.
quiet/quite	I was very quiet. It was quite funny.
rapt/wrapped	I was rapt with the result. I wrapped a present.
risen/rose	The sun had risen before I woke. The sun rose before I did.
role/roll	She played the role of a doctor. She ate a salad roll for lunch.
showed/shown	I showed her where I lived. He has shown me the way to go.
storey/story	They lived on the top storey of the building. I read the story.
their/there/they're	That is their house. They live there. They're going out.
threw/through	I threw the ball. I walked through the room.
tore/torn	He tore the shirt he was wearing. The shirt is torn.
wear/where/we're	I will wear the dress. Where are you? We're going to school.
went/gone	They went an hour ago. They have already gone.
who/which	I have two brothers who are older. I have two kittens which are cute.
who's/whose	Who's leaving now? Do you know whose dog it is?

LIST 2

Words	Examples
accept/except	Please accept this gift. Everyone went except Drew.
addition/edition	I completed the addition problems. There is a new edition of that book.
advice/advise	She asked for my advice. I would advise you to finish it.
affect/effect	She was affected by the news. It had a good effect on her.
amend/emend	They should amend the rule. He needs to emend (edit) his work.
ballet/ballot	Her ballet dress was beautiful. We needed a ballot paper to vote.
belief/believe	My belief is that you will do well. I believe you will win.
charted/chartered	He charted the data. He chartered a boat for the day.
continual/continuous	She was in continual pain. It was a continuous line.
councillor/counsellor	The local councillor approved the plans. The counsellor listened to her.
dependant/dependent	The woman had two dependants. The child was dependent on her mother.
device/devise	The electronic device was expensive. She had to devise a new plan.
elicit/illicit	He tried to elicit information. The drug was illicit.
eligible/legible	The school was eligible for the grant. Her writing was legible.
emigrant/immigrant	The emigrant left his country. The immigrant arrived in his new country.
emission/omission	There was a gas emission. The omission of her name was an oversight.
employee/employer	The new employee worked hard. The boss was their employer.
forgave/forgiven	I easily forgave my best friend. I told her she was forgiven.
formally/formerly	I was dressed formally. I was formerly at another address.
human/humane	He is a human being. They had to treat the animal in a humane way.
licence/license	He had a driver's licence. He had to license the car.
mediate/meditate	She had to mediate between the groups. I took time to meditate and relax.
mistaken/mistook	I was mistaken about the time. I mistook the time it would take.
overtaken/overtook	They had overtaken the slow car. They overtook the car.
premier/premiere	The premier is the state leader. We went to the film premiere.
proof/prove	You need the right proof first. You will have to prove it's true.
refuge/refugee	He took refuge from the storm. The refugee arrived from another country.
review/revue	Write a review of the book. The musical revue was very funny.
scared/scarred	I was scared of the dark. The burn scarred my skin.
scraped/scrapped	She scraped her knee when she fell. I scrapped the work I was doing.
stationary/stationery	The train was stationary. The stationery included pencils.
suit/suite	He wore the new suit to the party. We stayed in an expensive hotel suite.
summary/summersy	The summary was very brief. It was a fine, summersy day.

TEACHER INFORMATION AND PUPIL PAGES

TEACHER INFORMATION

This list of 20 words forms part of the vocabulary consistently used throughout the book. The activities revise concepts previously introduced at other levels.

Answers

1. (a) reason, cheap (b) heavy
2. (a) care (b) danger (c) visit
(d) use (e) fame (f) cover
(g) usual (h) hand
3. Australia is a proper noun. Sentences will vary. Proper nouns require a capital letter.
4. (a) guest (b) signal/symbol/notice/authorise
(c) helpful (d) serene/quiet
(e) total/number (f) find
5. (a) safe (b) light (c) expensive
(d) careless (e) unknown (f) excitable/rough
6. Sentences will vary. Different meanings include:
(a) handle – a door handle, handle with care, to get a handle on something, to manage
(b) figure – body form, number, to solve
(c) excuse – an explanation, to let off, to make allowance for, to forgive
(d) reason – logic, sound judgement, explanation, persuade, draw a conclusion
7. amount, around, Australia, calm, careful, excuse, handle, heavy, nature, sign, usually, visitor

Spelling 1

<i>calm</i>	<i>Australia</i>	<i>usually</i>	<i>sign</i>	<i>amount</i>	<i>handle</i>	<i>nature</i>
<i>visitor</i>	<i>careful</i>	<i>excuse</i>		<i>heavy</i>	<i>around</i>	<i>useful</i>
<i>dangerous</i>	<i>manage</i>	<i>reason</i>	<i>cheap</i>	<i>famous</i>	<i>discover</i>	<i>figure</i>

1. Which word(s) with the letters **ea** have:

{a} a long **e** sound? _____

{b} a short **e** sound? _____

2. Write the base word for each.

{a} careful _____ {b} dangerous _____ {c} visitor _____

{d} useful _____ {e} famous _____ {f} discover _____

{g} usually _____ {h} handle _____

3. {a} Which word is a proper noun? _____

{b} Write a sentence that contains three other proper nouns. _____

4. Write a synonym for each.

{a} visitor _____ {b} sign _____ {c} useful _____

{d} calm _____ {e} amount _____ {f} discover _____

5. Write an antonym for each.

{a} dangerous _____ {b} heavy _____ {c} cheap _____

{d} careful _____ {e} famous _____ {f} calm _____

6. These words have more than one meaning. Write two sentences showing a different meaning for each word.

{a} handle _____

{b} figure _____

{c} excuse _____

{d} reason _____

7. Write the first twelve words in alphabetical order. _____

PUPIL NAME

TEACHER INFORMATION

This list of 20 words forms part of the vocabulary consistently used throughout the book. The activities revise concepts previously introduced at other levels.

Answers

1. thief, believe either, weight
2. Answers will vary. Examples include:
 - (a) notices, noticed, noticing, noticeable, noticeably
 - (b) crueller, cruellest, cruelty, cruelly
 - (c) promises, promised, promising, promissory
 - (d) importantly
 - (e) messages, messaged, messaging
 - (f) commonly, commoner, commonest
3. (a) replies (b) addresses
(c) thieves (d) notices
(e) weights (f) messages
4. address, beginning, common, message
5. beginning, believe, common, cruel, except, message, promise, public, reply, straight, thief, through
6. (a) kind/compassionate
(b) crooked/bent
(c) private/personal
(d) special/uncommon/rare
(e) unimportant
7. (a) robber/burglar
(b) notice/bulletin – idea/meaning
(c) guarantee/swear/pledge
(d) answer/respond
(e) start
8. The 'c' in each word makes a 's' sound.
9. (a) re/ply (b) im/port/ant
(c) no/tice (d) com/mon
(e) be/gin/ning
10. Sentences will vary.

Spelling 2

<i>important</i>	<i>address</i>	<i>either</i>	<i>though</i>	<i>decide</i>	<i>notice</i>
<i>weight</i>	<i>balance</i>	<i>except</i>	<i>public</i>	<i>thief</i>	<i>beginning</i>
<i>straight</i>	<i>promise</i>	<i>common</i>	<i>believe</i>	<i>reply</i>	<i>cruel</i>
					<i>through</i>
					<i>message</i>

1. Write the words that use the letters *ie* or *ei*.

2. Rewrite each word and add a suffix.

{a} notice _____ {b} cruel _____ {c} promise _____

{d} important _____ {e} message _____ {f} common _____

3. Write each word as a plural.

{a} reply _____ {b} address _____ {c} thief _____

{d} notice _____ {e} weight _____ {f} message _____

4. List the words that have double letters.

5. Write the last twelve words in alphabetical order. _____

6. Write an antonym for each word.

{a} cruel _____ {b} straight _____ {c} public _____

{d} common _____ {e} important _____

7. Write a synonym for each word.

{a} thief _____ {b} message _____ {c} promise _____

{d} reply _____ {e} beginning _____

8. What do these words have in common? _____

decide

notice

balance

except

9. Mark the syllables in each word.

{a} reply {b} important {c} notice {d} common {e} beginning

10. Write each word in a sentence to show its meaning.

{a} through _____

{b} though _____

{c} either _____

{d} except _____

PUPIL NAME

TEACHER INFORMATION

The **plural** of a word indicates more than one person or thing.

Adding an **s** is the most common way to make most singular words **plural**.

- For words ending in **y**, with a vowel before the **y**, just add **s**; e.g. **boy—boys**.
- For words ending in **y**, with a consonant before the **y**, change the **y** to **i** and add **es**; e.g. **lady—ladies**. Note: Proper nouns do not change; add an **s** only; e.g. **Mr and Mrs Henry—The Henrys**.
- For words ending in **sh, ch, s** or **x**, add **es**; e.g. **dish—dishes, church—churches, box—boxes, dress—dresses**.
- For words ending in **f** or **fe**, change the **f** or **fe** to **v** and add **es**; e.g. **leaf—leaves**. Note: There are exceptions such as **chief, belief, chef** and **cafe**. (These words would sound strange with a **v** sound.)
- For some words ending in **o** add an **s**; e.g. **piano—pianos, avocado—avocados, radio—radios**.

For others, add **os**; e.g. **hero—heroes, tomato—tomatoes, potato—potatoes, cargo—cargoes**. Note: Some words ending in **o** now have **two** acceptable plural forms; e.g. **mosquitoes—mosquitos, buffaloes—buffalos**.

- For words that are hyphenated, add **s** to the main noun; e.g. **sister-in-law—sisters-in-law**.
- Some words retain the same form; e.g. **sheep, aircraft, fish, deer**.
- Some words change completely; e.g. **tooth—teeth, mouse—mice, child—children, foot—feet**.

Answers

- | | | | |
|---------------------------------|---------------|--------------|-------------|
| 1. (b) managers | (c) excuses | (d) balances | |
| (e) promises | (g) messages | (h) notices | |
| 2. (a) replies | (b) countries | | |
| (c) replays | (d) worries | | |
| 3. (a) watches | (b) brushes | (c) boxes | |
| (d) churches | (e) addresses | (l) crashes | |
| (g) remixes | (h) perches | | |
| 4. (a) halves | (b) thieves | (c) chiefs | (d) wolves |
| (e) wives | (l) elves | (g) safes | (h) beliefs |
| (i) calves | (j) cafes | | |
| 5. (a) men | (b) women | (c) children | (d) teeth |
| (e) feet | (f) mice | (g) salmon | (h) geese |
| (i) sheep | | | |
| 6. (a) emails, friends | | | |
| (b) tests, results | | | |
| (c) brothers, countries | | | |
| (d) celebrities, places, photos | | | |
| (e) kangaroos, koalas, visitors | | | |

Plurals

1. Add an s if you can make a plural of these words.

- (a) careful____ (b) manager____ (c) excuse____ (d) balance____
 (e) promise____ (f) around____ (g) message____ (h) notice____

When a word ends in y, change the y to i before adding es. This rule only applies if there is a consonant before the y. If there is a vowel before the y, just add s.

When a word ends in x, s, sh or ch add es.

2. Underline the letter before the final y. Write each word as a plural.

- (a) reply____ (b) country____
 (c) replay____ (d) worry____

When a word ends in f or fe, change the f or fe to v and add es. This rule applies to most words but there are exceptions because some words would sound strange with a v sound.

4. Write each word as a plural.

- (a) half____ (b) thief____
 (c) chief____ (d) wolf____
 (e) wife____ (f) elf____
 (g) safe____ (h) belief____
 (i) calf____ (j) cafe____

3. Write each word as a plural.

- (a) watch____
 (b) brush____
 (c) box____
 (d) church____
 (e) address____
 (f) crash____
 (g) remix____
 (h) perch____



5. Sometimes words change completely or stay the same to make them plural.

- (a) man____ (b) woman____ (c) child____
 (d) tooth____ (e) foot____ (f) mouse____
 (g) salmon____ (h) goose____ (i) sheep____

6. Correctly write the words in each sentence that should be plural.

- (a) I wrote two email to my friend Drew and Mitchell.

 (b) The teacher had to mark 25 test and record all the result in the file.

 (c) My two brother are backpacking around four different country.

 (d) The three famous celebrity went to public place to have lots of photo taken.

 (e) Australia has many kangaroo and koala that visitor love to see.

PUPIL NAME _____

TEACHER INFORMATION

The **base word** is the main part of the word; e.g. **independent**.

Prefixes and suffixes are added to a base word to change its meaning.

These new words are called **derivatives**.

Answers

1. (a) use (b) danger (c) fame
(d) visit (e) hear (f) usual
(g) woke (h) leave (i) near
(j) cover (k) arrive (l) final
2. (a) decides, deciding, decided, undecided
(b) replies, replied, replying
(c) managing, managed, unmanageable
(d) believes, believable, unbelievable
(e) visits, visited, visiting, visitor
3. Answers could include:
(a) cover – covers, covered, covering, uncover, uncovered, uncovering, discover, discovered, discovering, undiscovered, recover, recovered, recovering
(b) use – uses, used, using, unused, reused, reusing, reuses, useable, unusable, disused
(c) hand – hands, handed, handing, handle, handled, handling, mishandle, mishandling, mishandled
(d) near – nears, neared, nearing, nearer, nearest, nearby, nearly
(e) notice – notices, noticed, noticing, noticeable, unnoticed, unnoticeable
4. (a) The teachers all **respected** the school principal.
(b) The people were quiet and **respectful** at the Remembrance Day service.
(c) Police officers can have trouble when people are **disrespectful** to them while they are doing their job.
5. (a) The teacher called to **inform** my parents that I wasn't feeling well.
(b) We watched the class **perform** their play at the assembly.
(c) My parents went to a very **formal/informal/informative** meeting at the town hall.
6. Sentence will vary.

Base words

A *base word* is the main part of a word. Other words can be made from a base word by adding prefixes and suffixes; e.g. *care* – *cares* – *cared* – *caring* – *careful* – *carefully* – *uncaring*

1. Write each base word.

- {a} useful _____ {b} dangerous _____ {c} famous _____ {d} visitor _____
 {e} heard _____ {f} usually _____ {g} awoken _____ {h} leaving _____
 {i} nearly _____ {j} discover _____ {k} arrived _____ {l} finally _____

2. Write the base words to complete these.

- {a} I will decide. She _____ s. I am _____ ing. I have _____ d. I am
 un_____ d.
 {b} She will reply. She _____ s. She _____ d. She is _____ ing.
 {c} He will manage. He is _____ ing. He has _____ d. It is un_____ able.
 {d} I believe. He _____ s. It is _____ able. It is un_____ able.
 {e} I visit. She _____ s. She _____ ed. She is _____ ing. She is a
 _____ or.

3. Write five new words for each base word.

- {a} cover _____
 {b} use _____
 {c} hand _____
 {d} near _____
 {e} notice _____

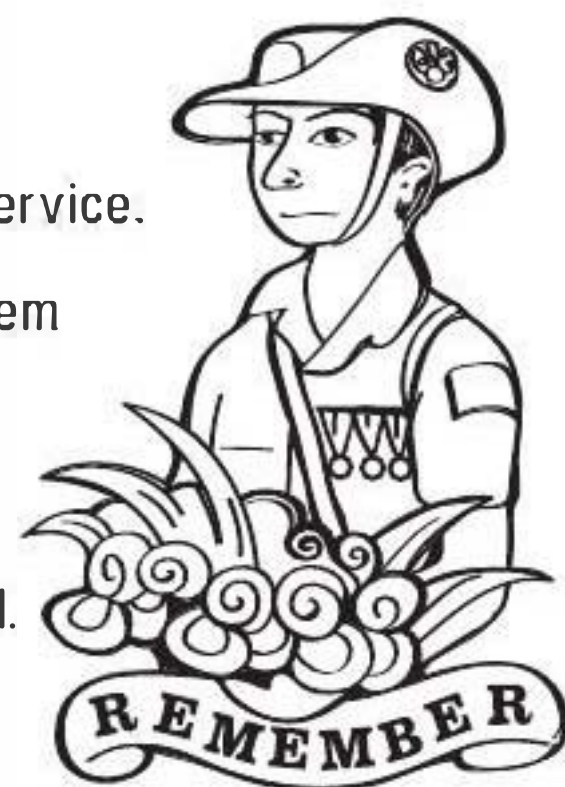
4. Add to the base word *respect* to complete each sentence.

- {a} The teachers all _____ the school principal.
 {b} The people were quiet and _____ at the Remembrance Day service.
 {c} Police officers can have trouble when people are _____ to them
 while they are doing their job.

5. Add to the base word *form* to complete each sentence.

- {a} The teacher called to _____ my parents that I wasn't feeling well.
 {b} We watched the class _____ their play at the assembly.
 {c} My parents went to a very _____ meeting at the town hall.

6. Create two new words from the base word *hear*. Write a sentence that includes both.



TEACHER INFORMATION

A **prefix** is one or more letters added to the beginning of a base word to change its meaning; e.g. **dislike**, **unhappy**, **replay**, **irresponsible**, **misunderstood**, **improper**, **disappear**, **preheat**, **illegal**.

Answers

1. Answers could include:

- | | | |
|----------------|--------------------|-----------------|
| (a) uncommon | (b) dis/re/uncover | (c) un/misheard |
| (d) un/dislike | (e) undecided | (l) disagree |
| (g) unfair | (h) re/display | (i) return |
| (j) unhappy | | |

2. (a) tricycle – three-wheeled cycle
 (b) tricolour – having three colours
 (c) triangle – three-sided shape
 (d) trilogy – series of three related literary works
 (e) triplet – set of three (children, notes, lines of verse)
 (l) triplane – a plane with three supporting wings, one above the other
 (g) tripod – three-legged or three-footed stand, support, seat
 (h) trisect – to divide into three parts that are usually equal

3. (a) inaccurate (b) incorrect (c) informal
 (d) invisible (e) incomplete (l) inconvenient
 (g) inconsistent (h) inappropriate

4. Sentences will vary.

5. (a) immobile (b) imperfect (c) irregular
 (d) impatient (e) irremovable (l) irrational
 (g) improper (h) impractical (i) impersonal
 (j) irrelevant (k) impure (l) irregardless

6. Answers will vary.

Prefixes

A *prefix* is used at the beginning of a base word to change its meaning.

1. Add a prefix to each of these words.

- (a) ____common (b) ____cover (c) ____heard (d) ____like (e) ____decided
(f) ____agree (g) ____fair (h) ____play (i) ____turn (j) ____happy

The prefix *tri-* means 'three' or 'triple'.

2. What does each word mean?

- (a) tricycle _____ (b) tricolour _____
(c) triangle _____ (d) trilogy _____
(e) triplet _____ (f) triplane _____
(g) tripod _____ (h) trisect _____

The prefix *in-* means 'not' or 'in'.

3. Use the prefix *in* to write the opposite of each word.

- (a) ____accurate (b) ____correct (c) ____formal (d) ____visible
(e) ____complete (f) ____convenient (g) ____consistent (h) ____appropriate

4. Write a sentence to show the meaning of each word.

- (a) **inside** _____
(b) **install** _____
(c) **input** _____
(d) **invest** _____
(e) **incoming** _____

The prefixes *im-* and *ir-* mean 'not'.

5. Write the correct prefix for each word.

- (a) ____mobile (b) ____perfect (c) ____regular (d) ____patient
(e) ____removable (f) ____rational (g) ____proper (h) ____practical
(i) ____personal (j) ____relevant (k) ____pure (l) ____regardless

6. Finish each sentence.

- (a) It's always possible to _____ but _____ possible to _____.
(b) It is mature to _____ but _____ mature to _____.
(c) I am patient when _____ but _____ patient when _____.
(d) It is responsible to _____ but _____ responsible to _____.

PUPIL NAME _____

TEACHER INFORMATION

A **suffix** is one or more letters added to the end of a base word to add to its meaning; e.g. **careless**, **helpful**, **thinly**, **walker**, **agreement**, **talking**, **breakable**, **famous**, **neatness**, **selfish**.

Answers

1. Answers could include:

- | | |
|---------------------|------------------------------------|
| (a) younger/est | (b) sadder/est/en/ly |
| (c) edits/ed/ing/or | (d) sleeps/ing/less |
| (e) walks/ed/ing/er | (f) cares/ed/ing/ful/less/er/fully |
| (g) taller/est | (h) thanks/ed/ing/ful/less/fully |
| (i) firsts/firstly | (j) sails/ed/ing/or |

2. (a) promising (b) messaging (c) managing
(d) noticing (e) handling (f) deciding
(g) believing (h) excusing (i) balancing

3. (a) fame (b) danger (c) nerve
(d) religion (e) courage (f) mountain
(g) glamour (h) anxiety (i) caution

4. (a) laughable (b) reasonable (c) catchable
(d) enjoyable (e) employable (f) answerable
(g) readable (h) payable

5. Answers will vary. Underlined words are valuable, reasonable, believable, edible, manageable.

6. (a) An artist – creates/practises art
(b) A cartoonist – draw cartoons
(c) A geologist – studies the Earth
(d) A novelist – writes novels
(e) A dentist – attends to teeth
(f) An optometrist – tests eyes
(g) A nutritionist – studies food
(h) A psychiatrist – studies the mind
(i) A manicurist – attends to nails
(j) A journalist – writes news articles

Suffixes

A *suffix* is used at the end of a base word to add to its meaning.

1. Add a suffix to each of these words.

{a} young _____ {b} sad _____ {c} edit _____ {d} sleep _____ {e} walk _____
{f} care _____ {g} tall _____ {h} thank _____ {i} first _____ {j} sail _____

2. Write a new word by adding *-ing*.

{a} promise _____ {b} message _____ {c} manage _____
{d} notice _____ {e} handle _____ {f} decide _____
{g} believe _____ {h} excuse _____ {i} balance _____

The suffix *-ous* means 'full of'.

3. Write the base word to decide what each word is 'full of'; e.g. gracious means 'full of grace'. The base word is 'grace'.

{a} famous _____ {b} dangerous _____ {c} nervous _____
{d} religious _____ {e} courageous _____ {f} mountainous _____
{g} glamorous _____ {h} anxious _____ {i} cautious _____

The suffix *-able* means 'capable of'.

4. Add the suffix *-able* to each word.

{a} laugh _____ {b} reason _____ {c} catch _____ {d} enjoy _____
{e} employ _____ {f} answer _____ {g} read _____ {h} pay _____

5. Underline the words with the suffix *-able* and finish the sentences.

{a} The item that is most valuable to me is _____.
{b} The most reasonable rule in our house is _____.
{c} Something that I don't find believable is _____.
{d} I don't think _____ are very edible.
{e} The school subject that I find most manageable is _____.

The suffix *-ist* means 'someone who'.

6. Use the base word to help work out what these people do; e.g. botanist – studies plants.

{a} An artist _____ {b} A cartoonist _____
{c} A geologist _____ {d} A novelist _____
{e} A dentist _____ {f} An optometrist _____
{g} A nutritionist _____ {h} A psychiatrist _____
{i} A manicurist _____ {j} A journalist _____

PUPIL NAME

Answers

1. (a) arrive, trouble (b) beautiful, weather (c) autumn, winter
(d) believe, useful (e) around, weight
2. (a) address, believe, common, dangerous, either, famous {2, 1, 4, 3, 6, 5}
(b) beginning, discover, nature, reason, sign, though {6, 3, 4, 2, 5, 1}
(c) cheap, figure, promise, straight, through, useful {5, 1, 3, 2, 6, 4}
(d) amount, cruel, excuse, manage, reply, visitor {2, 4, 6, 5, 1, 3}
(e) careful, except, important, notice, thief, usually {4, 5, 6, 1, 2, 3}
3. (a) across, address, almost, amount, around, Australia {3, 1, 6, 2, 5, 4}
(b) dangerous, decide, discover, doctor, dragon, during {2, 1, 3, 6, 4, 5}
(c) paper, pentagon, piece, promise, public, pyramid {4, 2, 6, 1, 3, 5}
(d) famous, fever, figure, forty, frame, funnel {6, 5, 3, 1, 2, 4}
(e) calm, cease, children, common, cruel, curfew {3, 4, 5, 1, 6, 2}
4. Answers will vary.
5. Answers will vary.
6. (a) major, manage, massive, matter, maybe {2, 4, 3, 1, 5}
(b) example, excuse, exercise, exit, extreme {2, 4, 5, 1, 3}
(c) before, beginning, behind, believe, beneath {4, 2, 1, 5, 3}
(d) nobody, nocturnal, none, nosey, notice {5, 1, 2, 4, 3}
(e) habit, hacker, hammer, handle, happiest {5, 4, 1, 2, 3}

Alphabetical order

1. Write the words that come first and last.

- (a) cousin picture often trouble every really arrive finish

- (b) until beautiful different weather early noise laugh

- (c) summer autumn winter spring thousand million billion

- (d) manage decide believe thief useful public heavy calm

- (e) usually balance important weight around cruel public

2. Number each list to show alphabetical order.

- (a)

☐ believe

☐ address

☐ dangerous

☐ common

☐ famous

☐ either
- (b)

☐ though

☐ nature

☐ reason

☐ discover

☐ sign

☐ beginning
- (c)

☐ through

☐ cheap

☐ promise

☐ figure

☐ useful

☐ straight
- (d)

☐ cruel

☐ manage

☐ visitor

☐ reply

☐ amount

☐ excuse
- (e)

☐ notice

☐ thief

☐ usually

☐ careful

☐ except

☐ important

3. These words start with the same letter. Use the second letter to show alphabetical order.

- (a)

☐ almost

☐ across

☐ Australia

☐ address

☐ around

☐ amount
- (b)

☐ decide

☐ dangerous

☐ discover

☐ during

☐ doctor

☐ dragon
- (c)

☐ promise

☐ pentagon

☐ pyramid

☐ paper

☐ piece

☐ public
- (d)

☐ funnel

☐ frame

☐ figure

☐ famous

☐ fever

☐ forty
- (e)

☐ children

☐ common

☐ cruel

☐ calm

☐ curfew

☐ cease

4. Write your six favourite foods in alphabetical order.

5. Write the names that come directly before and after yours if they were written in alphabetical order.

Lily	Ella	Zac	Asha	Tara
Brad	Ricky	Jake	Chris	Mia

My first name is _____ comes before and _____ comes after.

6. These words start with the same two letters. Use the third letter to show alphabetical order.

- (a)

☐ manage

☐ matter

☐ massive

☐ major

☐ maybe
- (b)

☐ excuse

☐ exit

☐ extreme

☐ example

☐ exercise
- (c)

☐ believe

☐ beginning

☐ before

☐ beneath

☐ behind
- (d)

☐ notice

☐ nobody

☐ nocturnal

☐ nosey

☐ none
- (e)

☐ happiest

☐ handle

☐ habit

☐ hacker

☐ hammer

PUPIL NAME

TEACHER INFORMATION

A **syllable** is a unit of sound which contains one vowel sound. All words are made up of one or more syllables.

Prefixes and suffixes are usually separate syllables; e.g. **im/provo/ment**.

Compound words have two or more syllables; e.g. **note/book, out/side, sun/shine**.

When a word has double consonants, separate syllables between these letters; e.g. **yet/low, scrib/ble, gram/mar**.

Words ending in **-tle, -ble, -dle, -ple, -gle, -cle, -fle** and **-zle** are usually separate syllables; e.g. **whis/tle, sta/ble, han/dle, sam/ple, jin/gle, troa/cle, ri/fle, puz/zle**.

Base words with a vowel–consonant–vowel pattern usually divide before the consonant; e.g. **po/lice, do/nor, o/pen, de/lete, a/gent, si/lent**.

Base words with a vowel–consonant–vowel–consonant pattern usually divide between the consonants; e.g. **doc/tor, pic/ture, cen/sus, con/cert**.

Answers

1. There are two syllables in each word.

- | | | |
|-------------|-------------|-------------|
| (a) no/tice | (b) re/ply | (c) pub/lic |
| (d) oft/en | (e) work/en | (f) rea/son |
| (g) de/code | (h) hav/y | |

2. There are three syllables in each word.

- | | | |
|----------------|-----------------|----------------|
| (a) vis/itor | (b) dang/er/ous | (c) b/gin/ng |
| (d) dis/cov/er | (e) im/port/ant | (f) pen/ta/gon |
| (g) oc/t/a/gon | (h) hex/a/gon | |

3. (a) care/ful (b) use/ful (c) start/ed
(d) dis/like (e) in/side (f) calm/ness
(g) sad/ly (h) reach/ing

4. (a) eye/brow (b) soft/ware (c) by/pass
(d) out/law (e) earth/worm (f) out/line
(g) lip/stick (h) pass/port

5. (a) ar/rive (b) hid/den (c) let/ter
(d) com/mand (e) mat/ter (f) nar/row
(g) rob/ber (h) siz/zle

6. (a) cra/dle (b) ta/ble (c) sim/ple
(d) tan/gle (e) trea/cle (f) sti/lle
(g) driz/zle (h) cas/tle

7. one syllable – calm, sign, earth, young, type
two syllables – common, reply, armchair, garden, window
three syllables – employer, tomorrow, outgoing, computer, pentagon

Syllables

A *syllable* forms a word or part of a word. There is a vowel sound in every syllable.

1. Circle the vowel sounds in each word; e.g. *sadly*. How many syllables in each word? _____

- (a) notice
- (b) reply
- (c) public
- (d) often
- (e) woken
- (f) reason
- (g) decide
- (h) heavy

2. Circle the vowel sounds in each word; e.g. *neatly*. How many syllables in each word? _____

- (a) visitor
- (b) dangerous
- (c) beginning
- (d) discover
- (e) important
- (f) pentagon
- (g) octagon
- (h) hexagon

3. Prefixes and suffixes are separate syllables. Show the syllables in these words.

- (a) careful
- (b) useful
- (c) started
- (d) dislike
- (e) inside
- (f) calmness
- (g) sadly
- (h) reaching

4. Compound words are separate syllables. Show the syllables in these words.

- (a) eyebrow
- (b) software
- (c) bypass
- (d) outlaw
- (e) earthworm
- (f) outline
- (g) lipstick
- (h) passport

5. When a word has double consonants, separate syllables between these letters. Show the syllables in these words.

- (a) arrive
- (b) hidden
- (c) letter
- (d) command
- (e) matter
- (f) narrow
- (g) robber
- (h) sizzle

6. These endings are usually kept as separate syllables –ble, -cle, -dle, -fle, -gle, -ple, -tle and -zle. Show the syllables in these words.

- (a) cradle
- (b) table
- (c) simple
- (d) tangle
- (e) treacle
- (f) stifle
- (g) drizzle
- (h) castle

7. Put these words into groups of one, two or three syllables.

<i>common</i>	<i>employer</i>	<i>calm</i>	<i>tomorrow</i>	<i>sign</i>	<i>reply</i>	<i>armchair</i>	
<i>outgoing</i>	<i>computer</i>	<i>earth</i>	<i>garden</i>	<i>window</i>	<i>young</i>	<i>pentagon</i>	<i>type</i>

One syllable	Two syllables	Three syllables
		

TEACHER INFORMATION

Synonyms are words that are similar in meaning. Synonyms allow descriptions to be more precise and can avoid monotony. Although a group of words may be synonyms, there are usually slight differences in meaning; e.g. synonyms for **walk** include: **saunter, stroll, amble, pace, go, move, hike** and **stride**.

Answers

1. (a) guest – visitor (b) robber – thief (c) nasty – cruel
(d) start – beginning (e) answer – reply (f) signal – sign
(g) choose – decide (h) reason – excuse (i) peaceful – calm
2. (a) useless (b) talk (c) safe
(d) crooked (e) rare
3. Answers will vary. Examples include:
(a) remember – recall (b) strange – weird/peculiar/queer
(c) nearly – almost/approximately (d) leave – depart/abandon
(e) watch – see/observe/notice (f) thought – idea
(g) different – unusual/unique (h) whole – complete/total
(i) discover – find
4. Answers will vary. Examples include:
(a) Eating lots of fresh vegetables is beneficial for your health.
(b) I like the football but hate it when my team is playing poorly.
(c) The coach gave some terrific tips about staying healthy and keen to train.
(d) My mum enjoys watching specific programmes but gets irritated with all the advertisements.
(e) I don't think it would be great to be famous and always have to appear wonderful.
5. Answers may vary. Examples include:
(a) nice – pleasant, good, fine, kind, lovely
(b) awesome – great, brilliant, terrific, wonderful, fantastic
(c) manage – handle, cope, control, survive, make-do, run
(d) amount – total, cost, quantity, sum
(e) worry – fret, fear, concern, nervousness, discomfort, anxiety, unease
(f) ready – prepared, set, organised, complete, arranged, willing, game, eager, keen

Synonyms

Synonyms are words that have the same or similar meaning.

1. Choose a synonym from the list below to match each word.

- (a) guest _____ (b) robber _____ (c) nasty _____
(d) start _____ (e) answer _____ (f) signal _____
(g) choose _____ (h) reason _____ (i) peaceful _____

reply thief sign calm visitor decide cruel excuse beginning

2. Circle the word in each list that is not a synonym.

- | | | | | |
|------------|-------------|---------------|--------------|------------|
| (a) useful | (b) message | (c) dangerous | (d) straight | (e) common |
| handy | note | safe | even | ordinary |
| valuable | letter | unsafe | crooked | usual |
| useless | notice | unstable | level | regular |
| practical | talk | risky | direct | rare |

3. Write a synonym for each word.

- (a) remember _____ (b) strange _____ (c) nearly _____
(d) leave _____ (e) watch _____ (f) thought _____
(g) different _____ (h) whole _____ (i) discover _____

4. Rewrite each sentence using a synonym for the underlined words.

- (a) Eating plenty of fresh vegetables is good for your health.

- (b) I enjoy the football but dislike it when my team is playing badly.

- (c) The coach gave some wonderful tips about staying fit and eager to train.

- (d) My mum likes watching certain programmes but gets annoyed with all the commercials.

- (e) I don't think it would be fun to be well-known and always have to appear perfect.

5. Write two synonyms for each word.

- (a) nice _____ (b) awesome _____
(c) manage _____ (d) amount _____
(e) worry _____ (f) ready _____

PUPIL NAME

TEACHER INFORMATION

Antonyms are words that are opposite in meaning. Antonyms can add a contrast in description or feeling. Many words take a prefix to create an antonym; e.g. **happy—unhappy**.

Answers

1. (a) rare – common (b) wobble – balance
(c) nice – cruel (d) light – heavy
(e) private – public (f) crooked – straight
(g) restless – calm (h) safe – dangerous
(i) expensive – cheap
2. (a) leave – arrive (b) often – never/rarely
(c) young – old (d) whole – part
(e) caught – dropped (f) strange – ordinary
3. (a) lie (b) doubt
(c) still (d) afraid
(e) serious
4. Answers will vary. Examples include:
(a) The book I am reading is difficult to understand and very boring.
(b) We watched a happy film that made Jasmine laugh and Kristy feel cheerful.
(c) Dale gave a small amount of money to buy something unimportant.
(d) Morgan worked loudly at the front and everyone ignored him.
(e) The electrician said it was unsafe to turn on the switch even though it was working.
5. (a) uncomfortable, cosy
(b) warm, cool
(c) lengthy, brief
(d) cooked, raw
(e) forget, remember

Antonyms

Antonyms are words that are opposite in meaning.

1. Choose an antonym from the list below to match each word.

- (a) rare _____ (b) wobble _____ (c) nice _____
 (d) light _____ (e) private _____ (f) crooked _____
 (g) restless _____ (h) safe _____ (i) expensive _____

public balance common heavy straight cheap dangerous cruel calm

2. Write an antonym for each word.

- (a) leave _____ (b) often _____ (c) young _____
 (d) whole _____ (e) caught _____ (f) strange _____

3. Circle the antonym in each list.

- (a) promise vow guarantee assure agree lie (b) think believe consider doubt accept trust
 (c) still lively occupied busy hectic active (d) courageous afraid brave daring heroic fearless
 (e) amusing funny humorous entertaining serious comical

4. Rewrite each sentence using an antonym for the underlined words.

- (a) The book I am reading is easy to understand and very interesting.

 (b) We watched a sad film that made Jasmine cry and Kristy feel miserable.

 (c) Dale received a huge amount of money to buy something important.

 (d) Morgan worked quietly at the back and no-one noticed him.

 (e) The electrician said it was safe to turn off the switch even though it was faulty.

5. Write the two antonyms from each list.

- (a) armchair uncomfortable couch cosy sofa lounge _____
 (b) warm oven tasty cool delicious cake _____
 (c) lengthy lanky chief brief grief thief _____
 (d) tasted cooked roast dinner raw gravy _____
 (e) forget memory dreams forever remember always _____

PUPIL NAME

TEACHER INFORMATION

Homophones are words that sound the same but have different meanings; e.g. **cereal – serial, know – no, feat – feet, stare – stair.**

Homographs are words that are spelt the same but have different meanings and may or may not sound the same.

Examples:

- **bow** (rhymes with cow)—a verb meaning to bend the body as a sign of respect
- **bow** (rhymes with low)—a noun meaning a looped knot
- **fair**—a noun meaning a group of sideshows
- **fair**—an adjective meaning not cloudy.

Answers

- (a) I can only **write** with my left hand.
 - (b) I can usually work out the **right** answer.
 - (c) My **weight** is in the healthy range.
 - (d) I don't like to **wait** around after school.
 - (e) I heard the bird **cheep**.
 - (f) I have a **cheap** pair of sunglasses.
 - (g) We never **waste** food at our house.
 - (h) The plastic doll had a very tiny **waist**.
 - (i) He **chews** his food slowly.
 - (j) He had to **choose** the right food to eat.
- | | | |
|-------------------|-------------------|-----------------------|
| (a) wood – would | (b) soul – sole | (c) haul – hall |
| (d) sighed – side | (e) way – weigh | (f) strait – straight |
| (g) bored – board | (h) break – brake | |
- (a) She went **to** the cinema with **two** friends and they all ate **too** much popcorn.
 - (b) She bought a cheap **scent** for just a 50 **cent** coin and **sent** it to her friend.
 - (c) **There** is a party at **their** house and **they're** all going to celebrate.
- Sentences will vary.
- Sentence will vary. Different word meanings are:
 - (a) fine – a fine day, feeling fine, pay a fine, very thin or slender
 - (b) bill – amount to pay, charge to, bird's beak, bank note, draft of proposed law
 - (c) row – a boat, of people, argument or disturbance
 - (d) dear – precious, expensive
 - (e) cycle – ride a bike, recurrent period, complete set or series, a bicycle

Homophones and homographs

Homophones are words that sound the same but have different meanings; e.g. fare and fair.

1. Write the correct word for each sentence.

(a) I can only _____ with my left hand.

write
right

(b) I can usually work out the _____ answer.

(c) My _____ is in the healthy range.

weight
wait

(d) I don't like to _____ around after school.

(e) I heard the bird _____.

cheap
cheep

(f) I have a _____ pair of sunglasses.

(g) We never _____ food at our house.

waste
waist

(h) The plastic doll had a very tiny _____.

(i) He _____ his food slowly.

choose
chews

(j) He had to _____ the right food to eat.

2. Write a homophone for each word.

(a) wood _____ (b) soul _____ (c) haul _____ (d) sighed _____

(e) way _____ (f) strait _____ (g) bored _____ (h) break _____

3. Complete the sentences with homophones.

(a) She went to the cinema with _____ friends and they all ate _____ much popcorn.

(b) She bought a cheap **scent** for just a 50 _____ coin and _____ it to her friend.

(c) **There** is a party at _____ house and _____ all going to celebrate.

4. Write a sentence for each pair of homophones.

(a) plane, plain _____

(b) caught, court _____

(c) steal, steel _____

(d) knot, not _____

(e) steal, steel _____

Homographs are words that are spelt the same, have different meanings and may or may not sound the same; e.g. fair and fair, wind (rhymes with kind) and wind (rhymes with tinned).

5. Write two different meanings for each word.

(a) fine _____

(b) bill _____

(c) row _____

(d) dear _____

(e) cycle _____

PUPIL NAME

TEACHER INFORMATION

A **compound word** is formed by joining two or more words together.

Examples include:

- waterfall, desktop, notebook, driveway, football, daybreak, nightfall, downcast, halfway, footloose, fireproof, hard-wearing, long-sighted, three-quarters, do-it-yourself.

Answers

1. software, undertake, screenplay, newborn, rattlesnake, breakfast, sightseeing, gatecrash, somewhere, masterpiece
2. Answers will vary. Examples include:
out – side, door, rage, wit, smart, spoken, standing, going, look, board, class, come, dated, grow
play – ground, mate, pen, out, over, down, back, horse
fire – fighter, storm, place, side, proof, cracker, bug, fly, wood, brand, arm, trap
hand – write, shake, ball, spring, stand, rail, cuff, bag, made, out, pick
work – man, out, room, shop, book, day, horse, over, foot, home
3. (a) baseball (b) briefcase (c) doormat
(d) teardrop (e) speedway (f) lighthouse
4. Answers will vary.
5. (a) It took me one hour to finish my **workout** at the gym.
(b) The swimmer was **underwater** until the **lifesaver** rescued him.
(c) I use **toothpaste** and a **toothbrush** to clean my teeth twice a day.
(d) I wear **sunglasses** to shield my eyes whenever I am **outside** for very long.
(e) I turned my **laptop** computer to **standby** mode while I ate dinner.

Compound words

1. Match words from each list to write ten compound words; e.g. out + side = outside.

soft under screen new rattle break sight gate some master

where play piece ware born fast snake seeing take crash

2. Write five words that can be added to make compound words.

out	play	fire	hand	work

3. Use the clue to write a compound word.

- (a) A team game that uses a long bat and four bases.

b _____
- (b) Something used to carry documents and belongings.

b _____
- (c) This is used to wipe your feet on before entering a house.

d _____
- (d) Something small that falls from your eye if you cry.

t _____
- (e) A place where cars drive around very fast.

s _____
- (f) A tall building with a bright light built near water.

l _____

4. Write your own clue for each compound word. Don't use any part of the word as your clue.

- (a) sunrise _____
- (b) earpiece _____
- (c) seaweed _____
- (d) dishwasher _____
- (e) footpath _____
- (f) toothpick _____

5. Write a compound word to complete each sentence.

- (a) It took me one hour to finish my w _____ o _____ at the gym.
- (b) The swimmer was u _____ w _____ until the l _____ s _____ rescued him.
- (c) I use t _____ p _____ and a t _____ b _____ to clean my teeth twice a day.
- (d) I wear s _____ g _____ to shield my eyes whenever I am o _____ s _____ for very long.
- (e) I turned my l _____ t _____ computer to s _____ b _____ mode while I ate dinner.

TEACHER INFORMATION

A **contraction** is a shortened form of two words where an apostrophe is used to replace the letters omitted; e.g. **I am – I'm, she is – she's, will not – won't, are not – aren't, they are – they're.**

Answers

1. (a) she's, she'll, she's, she'd (b) he's, he'll, he's, he'd
(c) it's, it'll, it's, it'd (d) that's, that'll, that's, that'd
(e) we're, we've, we'll (f) you're, you've, you'll
(g) they're, they've, they'll
2. (a) can not (b) will not (c) could not
(d) would not (e) should not (f) has not
(g) have not (h) do not (i) was not
(j) were not (k) is not (l) are not
3. (a) **I'm** going straight home after **I've** finished netball training.
(b) **She's** deciding if **she'd** like to visit Australia when **she's** saved enough.
(c) I **can't** promise that **I'll** be the best player but **I'm** going to try.
(d) **I'd** like to know if **they're** still coming because **it's** raining a lot.
(e) **It'll** be too dangerous if we **don't** know what **we're** doing.
4. (a) I **don't** want to go to bed until **I've** finished my book because it's so interesting.
(b) **They've** found that they **shouldn't** waste time because they **won't** get it all done.
(c) **We're** certain they'll leave after the game so they've got plenty of time to get home.
(d) She **isn't** going to believe that story and she'll only laugh if you **don't** get it right.
(e) **We've** only got an hour until it's time to go, so make sure there **aren't** any things you've forgotten to do.
(f) **We're** going to ask how they're getting there so we **don't** get lost.

Contractions

1. Complete the tables by writing the contraction.

		is	will	has	would
(a)	she				
(b)	he				
(c)	it				
(d)	that				

		are	have	will
(e)	we			
(f)	you			
(g)	they			

2. Write both words for each contraction.

- (a) can't _____
- (b) won't _____
- (c) couldn't _____
- (d) wouldn't _____
- (e) shouldn't _____
- (f) hasn't _____
- (g) haven't _____
- (h) don't _____
- (i) wasn't _____
- (j) weren't _____
- (k) isn't _____
- (l) aren't _____

3. Rewrite these sentences using contractions.

- (a) I am going straight home after I have finished netball training.

- (b) She is deciding if she would like to visit Australia when she has saved enough.

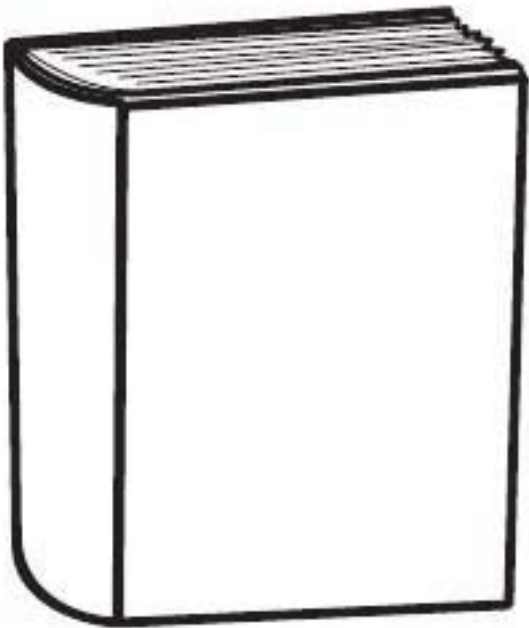
- (c) I can not promise that I will be the best player but I am going to try.

- (d) I would like to know if they are still coming because it is raining a lot.

- (e) It will be too dangerous if we do not know what we are doing.

4. Show where the apostrophe should be in each contraction.

- (a) I dont want to go to bed until Ive finished my book because its so interesting.
- (b) Theyve found that they shouldnt waste time because they wont get it all done.
- (c) Were certain theyll leave after the game so theyve got plenty of time to get home.
- (d) She isnt going to believe that story and shell only laugh if you dont get it right.
- (e) Weve only got an hour until its time to go, so make sure there arent any things youve forgotten to do.
- (f) Were going to ask how theyre getting there so we dont get lost.



PUPIL NAME

TEACHER INFORMATION

An **abbreviation** is a word written in a shortened form. Generally, a full stop is used to show that part of the word is missing:

- population—pop. tablespoon—tbsp.

No full stop is used when the first and last letters are used;

- Doctor—Dr Road—Rd

Abbreviations which consist of more than one capital letter do not generally require full stops;

- DOB (date of birth) PO (post office)

Answers

- | | | |
|------------|---------------|------------|
| (a) Road | (b) Street | (c) year |
| (d) each | (e) paid | (f) number |
| (g) second | (h) minute | (i) hour |
| (j) page | (k) telephone | |
- Teacher check map completion. Abbreviations are WA, NT, SA, Vic., NSW, Qld, ACT, Tas.
- electronic mail, instant messaging, liquid crystal display, high definition
- | | |
|----------|---------|
| (a) Eng. | (b) RSA |
| (c) NZ | (d) USA |
- Clockwise from the top – N, NE, E, SE, S, SW, W, NW
- Answers will vary.

Abbreviated words

An *abbreviation* is a shortened form of a word.

Abbreviations that use the first and last letter of a word do not need a full stop; e.g. *Mr (Mister) and Ave (Avenue)*.

Abbreviations that do not use the last letter of a word *do* need a full stop; e.g. *Dec. (December) and temp. (temperature)*.

Abbreviations which consist of more than one capital letter, do not generally require full stops; e.g. *DOB (date of birth) and PO (post office)*.

1. Write the word for each abbreviation.

- (a) Rd _____ (b) St _____ (c) yr _____ (d) ea. _____
 (e) pd _____ (f) no _____ (g) sec. _____ (h) min. _____
 (i) hr _____ (j) p. _____ (k) tel. _____

2. Write the abbreviations for the states and territories of Australia on the map.



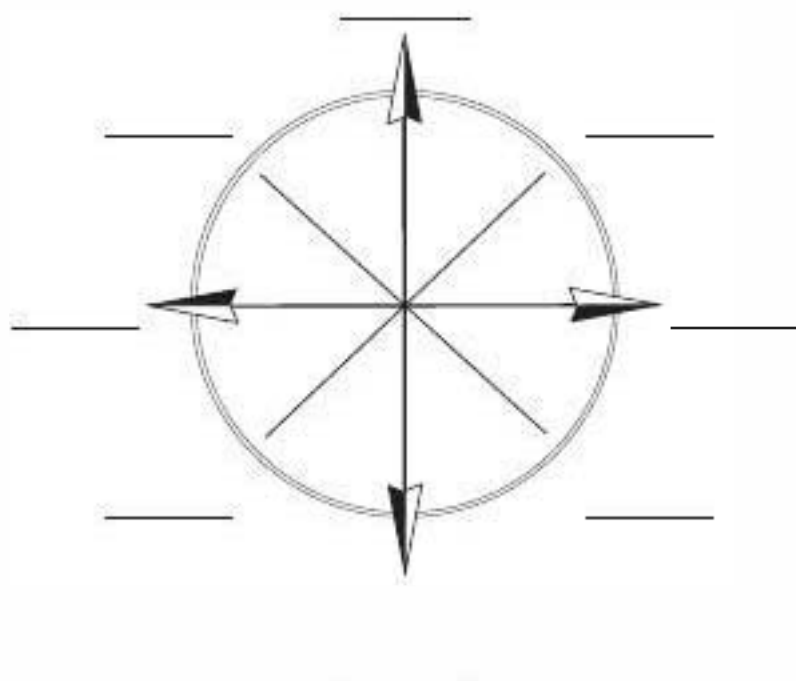
3. What do these abbreviations stand for?

- (a) email _____
 (b) IM _____
 (c) LCD _____
 (d) HD _____

4. Write the abbreviation for each country.

- (a) England _____
 (b) Republic of South Africa _____
 (c) New Zealand _____
 (d) United States of America _____

5. Label the compass points using the correct abbreviations.



6. Make a list of abbreviated words you would see or use on a computer or a mobile phone. Write the standard form of each abbreviated word.

Answers

1. (a) I don't believe there are aliens.
(b) The police officer caught the thief.
(c) I'll either go to the cinema or the pool.
(d) We are usually quiet when we are working.
(e) There was only a brief shower before the sun came out.
(f) Our neighbourhood is full of friendly people.
(g) The family suffered a lot of grief after the tragic accident.
(h) The trainer lifted a huge weight.
2. Final **e** is missing.
(a) picture (b) surprise (c) promise
(d) notice (e) nature (f) figure
(g) excuse (h) strange
3. Each word has a double letter error.
(a) address (b) beginning (c) common
(d) message (e) really (f) arrived
(g) different (h) million (i) balloon
4. (a) I was very careful to handle the piece of broken glass.
(b) She tried to balance and walk across the beam in a straight line.
(c) The famous woman had an important message to give to the public.
(d) We usually have to run around the school field before we start a team game.
(e) The judge gave advice to the twelve people so they could reach the right decision.
5. (a) replies (b) watches (c) bodies
(d) wives (e) teeth (f) hurries
(g) mice (h) windows (i) sheep

Identifying correct spelling

Spelling rule: Write *i* before *e*, except after *c*. (There are exceptions to this rule; e.g. *their* and *ancient*.) Write *ei* when the vowel sounds like an *a*.

1. Complete these words correctly by adding *ie* or *ei*.

- {a} I don't bel____ve there are aliens. {b} The police officer caught the th____f.
{c} I'll ____ther go to the cinema or the pool. {d} We are usually qu____t when we are working.
{e} There was only a br____f shower before the sun came out. {f} Our n____ghbourhood is full of fr____ndly people.
{g} The family suffered a lot of gr____f after the tragic accident. {h} The trainer lifted a huge w____ght.

2. Each of these words has the same error. Identify the error and write each correctly.

- {a} pictur _____ {b} surpris _____ {c} promis _____ {d} notic _____
{e} natur _____ {f} figur _____ {g} excus _____ {h} strang _____

3. Each of these words has the same error. Identify the error and write each correctly.

- {a} adress _____ {b} begining _____ {c} comon _____
{d} mesage _____ {e} realy _____ {f} arived _____
{g} diferent _____ {h} milion _____ {i} baloon _____

4. Underline the words spelt incorrectly. Rewrite each sentence correctly.

- {a} I was very carefull to handel the peace of brocken glass.

- {b} She tried to balanc and walk across the beam in a strait line.

- {c} The famos woman had an importent messaje to give to the publick.

- {d} We usualy hav to run arround the scool feild befor we start a teem game.

- {e} The judg gave advice too the twelv peple so they could reech the write desision.

5. These plurals are incorrect. Rewrite each correctly.

- {a} replys _____ {b} watchs _____ {c} bodyes _____
{d} wifes _____ {e} teeths _____ {f} hurryies _____
{g} mices _____ {h} windowes _____ {i} sheeps _____

TEACHER INFORMATION

Consonants which form digraphs (i.e. two letters making one sound) with other consonants include:

- **b**—after **m**; e.g. **bomb**, **thumb**
- **g**—before **n**; e.g. **sign**, **gnome**, and with **h**; e.g. **ghost**
- **k**—before **n**; e.g. **knee**, **knife**
- **l**—e.g. **calm**, **talk**
- **n**—after **m**; e.g. **hymn**, **autumn**
- **p**—before **n**, **s** and **t**; e.g. **pneumonia**, **psychology**, **pterodactyl**
- **t**—after **s**; e.g. **castle**, **listen**, **rustle**
- **w**—before **r**; e.g. **write**, **wring**, and before **h**; e.g. **whole**

Some consonants are silent when in a digraph with a vowel; e.g. **island**, **honest**.

Answers

- | | | |
|-----------------------|-----------------------|-----------------------|
| (a) doubt – b | (b) island – s | (c) knife – k |
| (d) wrong – w | (e) debt – b | (l) know – k |
| (g) honest – h | (h) column – n | (i) design – g |
- | | |
|--|-------------------------------|
| (a) what is owed – debt | (b) a plan or idea – design |
| (c) truthful – honest | (d) uncertain feeling – doubt |
| (e) a piece of land surrounded by water – island | (f) incorrect – wrong |
| (g) a blade with a sharpened edge – knife | |
- | | | |
|---------------------|---------------------|-----------------------------|
| (a) message | (b) massage | (c) excellent |
| (d) horrible | (e) tomorrow | (f) accident |
| (g) possible | (h) yellow | (i) dribble, drizzle |
| (j) addition | | |
- | | | |
|-----------------------|------------------------|---------------------|
| (a) forgetting | (b) travelling | (c) visiting |
| (d) greeting | (e) discovering | (l) fearing |
| (g) rotting | (h) cancelling | (i) stirring |
- | | | |
|----------------------|---------------------|-----------------------|
| (a) cancelled | (b) labelled | (c) modelled |
| (d) levelled | (e) equalled | (f) snorkelled |
- | | | |
|----------------------|--------------------|--------------------|
| (a) sadden | (b) woollen | (c) rotten |
| (d) forgotten | (e) gladden | (f) flatten |
- | | |
|---|-------------------------------------|
| (a) a mistake – error | (b) your stomach – tummy |
| (c) a mystery – puzzle | (d) a thief – robber |
| (e) where you live – address | (f) garbage – rubbish |
| (g) a green vegetable – cabbage, broccoli | |
| (h) a season of the year – summer | |
| (i) a dog's home – kennel | (j) used for hitting nails – hammer |
| (k) the opposite of top – bottom | (l) an orange vegetable – carrot |
- Answers will vary.

Double and silent consonants

1. Circle the silent consonant in each word.

- (a) doubt (b) island (c) knife (d) wrong (e) debt
(f) know (g) honest (h) column (i) design

2. Match a word above to each meaning.

- (a) what is owed _____ (b) a plan or idea _____ (c) truthful _____
(d) uncertain feeling _____ (e) a piece of land surrounded by water _____
(f) incorrect _____ (g) a blade with a sharpened edge _____

3. Write the missing double letters in each of these words.

- (a) me____age (b) ma____age (c) exce____ent (d) ho____ible (e) tomo____ow
(f) a____ident (g) po____ible (h) ye____ow (i) dri____le (j) a____ition

4. The suffix *-ing* has been added to these words but the spelling of the new word is incorrect. Add or delete a double letter before rewriting the word.

- (a) forgeting _____ (b) traveling _____ (c) visitting _____
(d) greetting _____ (e) discoverring _____ (f) fearring _____
(g) roting _____ (h) canceling _____ (i) stiring _____

5. Add *ed* to each word. Write the new word.

- (a) cancel _____ (b) label _____ (c) model _____
(d) level _____ (e) equal _____ (f) snorkel _____

6. Add *en* to each word. Write the new word.

- (a) sad _____ (b) wool _____ (c) rot _____
(d) forgot _____ (e) glad _____ (f) flat _____

7. Write a double-lettered word for each clue.

- (a) a mistake _____ (b) your stomach _____ (c) a mystery _____
(d) a thief _____ (e) where you live _____ (f) garbage _____
(g) a green vegetable _____ (h) a season of the year _____
(i) a dog's home _____ (j) used for hitting nails _____
(k) the opposite of top _____ (l) an orange vegetable _____

8. Write your own clue for each of these double or silent consonant words.

- (a) hurry _____ (b) apple _____
(c) thumb _____ (d) bottle _____
(e) Wednesday _____ (f) knitting _____
(g) middle _____ (h) plumber _____

PUPIL NAME

TEACHER INFORMATION

This is a sample of a dictionary entry for the word **key**.

Key /ki/ n., pl. keys, adj., v., keyed, keyring 1. an instrument for fastening or opening a lock. 2. a means of understanding, solving etc.: *the key to a problem*. 3. a book or the like containing the solutions or translations of material. 4. the system or pattern used to decode. 5. an explanation of symbols used on a map etc. 6. one of a set of buttons or levers pushed to operate a typewriter, keyboard, piano etc. 7. tone or pitch 8. (mus.) system of related notes. 9. (bldg.) To prepare a surface by grooving, roughening etc. to receive paint. [ME key(e), kay(e) OF kei, kai]

The entry word (**Key**) shows how to spell the word.

Pronunciation (/ki/) shows how to say the word.

Part of speech (n.) shows if the word is a noun, verb, adjective, etc.

Definition (1.–9.) shows the meanings of the word.

Usage (*the key to a problem*) shows how to use the word in a sentence.

Word origin ([ME—Middle English]) shows where the word comes from.

Answers

Note: Dictionary and thesaurus examples may vary.

1. (a) The entry word – shows how to spell the word
 (b) Pronunciation – shows how to say the word
 (c) Parts of speech – shows if the word is a noun, verb, adjective etc.
 (d) Usage – shows how to use the word in a sentence
 (e) Word origin – shows where the word comes from
 (f) Definition – shows the meanings of the word
2. (a) five (b) No. Because the word cannot be made plural.
 (c) ease (d) adjective
 (e) adverb (f) aise
 (g) it's an easy fit (h) eastern
3. Sentence will vary. Different meanings for each word include:
 (a) stick – adhere, short piece of wood, liquorice stick
 (b) drop – let go, small amount, sink to lower level
 (c) iron – metal, press clothes
 (d) second – after first, inferior (second-rate), part of a minute, second-hand, transfer
 (e) frame – shape, fit, construct, a construction, concoct false allegations, border, skeleton, single picture

Dictionary use

This is a sample of a dictionary entry for the word *easy*.

easy /izi/ adj. easier, easiest, adv. **1.** not difficult; requiring no great effort: *easy to read*. **2.** free from pain, worry or care: *she is resting easy*. **3.** not harsh or strict: he is easygoing. **4.** not tight, fitting loosely: it's an easy fit. **5.** not forced or hurried: an easy pace. [ME aisie, of EASE, v]

1. Match the following labels to their meanings.

- | | | | |
|---------------------|---|---|---|
| (a) The entry word | • | • | shows where the word comes from |
| (b) Pronunciation | • | • | shows how to use the word in a sentence |
| (c) Parts of speech | • | • | shows the meanings of the word |
| (d) Usage | • | • | shows if the word is a noun, verb, adjective etc. |
| (e) Word origin | • | • | shows how to spell the word |
| (f) Definition | • | • | shows how to say the word |

2. (a) How many definitions are given for the word? _____
- (b) Does this entry show how to spell the plural of the word? _____
- Why? _____
- (c) What is the base word of 'easy'? _____
- (d) What type of word is 'easy'? _____
- (e) What type of word is 'easier'? _____
- (f) How was the word 'easy' originally written in Middle English? _____
- (g) Write the usage for entry 4. _____
- (h) Which guide word is more likely to be at the top of the page for this entry? 'eastern' or 'even'? _____

3. Use a dictionary to find each word. Write two sentences that show different meanings for each.

- (a) stick _____
- _____
- (b) drop _____
- _____
- (c) iron _____
- _____
- (d) second _____
- _____
- (e) frame _____
- _____

PUPIL NAME

TEACHER INFORMATION

Many English words are derived from Latin and Greek words. See page xvii for a list of examples.

An **eponym** refers to a person who gives his or her name (usually last name) to words; e.g. **Jules Leotard introduced a one-piece, close-fitting garment worn by acrobats and dancers.** The word itself is also known as an eponym.

Many commonly used words in English are derived from other languages; e.g. **'siesta' is a Spanish word for 'small sleep'.**

Answers

1. (a) telephone (b) asterisk (c) autograph
(d) phonics (e) hydrophobia (f) astronomy
(g) hydrogen (h) biography (i) hydroplane
(j) autobiography
2. Sentences will vary. Word meanings include:
(a) autopilot – automatic pilot (guide)
(b) automatic – self-moving or self-acting
(c) astronaut – person trained as a pilot, navigator etc. to take part in the flight of a spacecraft
(d) dehydrated – deprived of water
(e) asteroid – star-like, planetoids with orbits
3. (a) Granny Smith apple (b) sandwich
(c) cardigan (d) leotard
(e) stetson (hat) (f) saxophone

Word origins

Many words come from other languages and are used to form some of the English words we use.

These are word parts originally from the Greek language. Next to each is its meaning.

- auto – self
phone – sound
- graph – write
hydro – water
- bio – life
astro, aster – star

1. Write the correct word to match each definition.

<i>autograph</i>	<i>biography</i>	<i>autobiography</i>	<i>telephone</i>	<i>phonics</i>
<i>hydroplane</i>	<i>hydrogen</i>	<i>hydrophobia</i>	<i>astronomy</i>	<i>asterisk</i>

- (a) _____ An instrument used to send a message by speaking.
- (b) _____ A reference mark in the shape of a star used in writing.
- (c) _____ A signature written in a person’s own handwriting.
- (d) _____ The sounds of spoken language.
- (e) _____ A fear of water.
- (f) _____ The study of the motions, positions, distances and sizes of celestial bodies.
- (g) _____ A gas which combines with oxygen to form water.
- (h) _____ The written life of a person.
- (i) _____ An aeroplane that can land and take-off on water.
- (j) _____ The writing of a person’s own life story.

2. Write a sentence to show the meaning of each word.

- (a) autopilot _____
- (b) automatic _____
- (c) astronaut _____
- (d) dehydrated _____
- (e) asteroid _____

Some English words are named after a person. They are called *eponyms*.

3. Write the word that is named after each of these people.

a Maria Ann Smith, also known as Granny Smith, was an Australian gardener. _____	b The Earl of Sandwich snacked on cold beef between two slices of bread. _____	c The Earl of Cardigan wore a knitted jacket fastened with buttons. _____
d Jules Leotard was a French acrobat who wore a one-piece, close-fitting garment. _____	e John Batterson Stetson designed a wide-brimmed, high-crowned felt hat. _____	f Adolphe Sax was a Belgian who invented this brass instrument. _____

TEACHER INFORMATION

A **capital letter** is used:

- to start a sentence; e.g. **S**he is here today.
- for the pronoun **I**, including **I**'m, **I**'ve, **I**'ll and **I**'d
- as the first letter of a proper noun; e.g. **I**reland, **T**homas, **P**acific **O**cean
- to start direct speech; e.g. I said, '**S**he is here today'.
- for the initial letter and proper nouns in titles of books, films etc.; e.g. **B**lack **B**eauty, **F**inding **N**emo.

Prim-Ed Publishing® employs minimal capitalisation for titles of books and other publications, as recommended by the *Style manual for authors, editors and printers*, sixth edition, 2002.

Answers

1. (a) **C**asey and **I** went for horseriding lessons at the **B**aker **H**ill **E**questrian **C**entre.
(b) **M**y **A**unt **L**eah and **U**ncle **M**ark travelled from **B**risbane to **B**ali for a two week holiday.
(c) **M**r and **M**rs **J**ackson live at **7** **R**osehill **A**venue and I live at **7** **R**oseberry **S**treet.
(d) **S**outh **A**frica and **A**ustralia will play a test match at the **S**ydney **C**ricket **G**round in **J**anuary.
(e) **M**y penfriend will spend **C**hristmas morning at her **N**anna **J**ean's and then go to **B**ondi **B**each.
- 2–4. Answers will vary.

Capital letters

1. Circle the letters that should be capitals.

- (a) casey and i went for horse riding lessons at the baker hill equestrian centre.
- (b) my aunt leah and uncle mark travelled from brisbane to bali for a two week holiday.
- (c) mr and mrs jackson live at 7 rosehill avenue and i live at 7 roseberry street.
- (d) south africa and australia will play a test match atthe sydney cricket ground in january.
- (e) my penfriend will spend christmas morning at her nanna jean's and then go to bondi beach.

2. Write an example for each use of a capital letter.

- (a) The beginning of a sentence. _____
- (b) A person's name. _____
- (c) The name of a place. _____
- (d) The name of a street, road etc. _____
- (e) The name of a day of the week. _____
- (f) The name of a month of the year. _____
- (g) The name of a special day. _____
- (h) The title of a book, film, song etc. _____
- (i) A person's title. _____
- (j) The name of a building. _____

3. Use capital letters when you answer each of these.

- (a) What is the city/town/village and country you live in? _____
- (b) What are the names of four people you feel close to? _____
- (c) Name a famous building. _____
- (d) Name three countries. _____
- (e) What do you think is the most famous place in the world? _____

4. Write a question to match each answer given.

- (a) Paris _____
- (b) Manchester United _____
- (c) Mt Everest _____
- (d) Mrs Thomson _____
- (e) Saturday _____
- (f) Harry Potter _____
- (g) Valley Brook Farm _____

PUPIL NAME

TEACHER INFORMATION

A **full stop** (.) is used:

- to show the end of a statement; e.g. She went to school.
- for abbreviations when only the first part of the word is used; e.g. Feb., Capt.

Answers

- The complete statements are:
 - (a) Here is all my money.
 - (d) Please send a message.
 - (e) It's freezing.
 - (f) The melon was sweet.
 - (h) She wrote her address down.
 - (j) They made an excuse.
 - (k) It's a new beginning.
 - (l) The garden was lovely.
- (a) It's important to manage your time. I have a routine every school day to do what I need to do.
 - (b) I really enjoy the summer months. **When** it's too cold in winter I can be a bit grumpy.
 - (c) All of my friends play in the same netball team. **We** play on Saturday mornings.
 - (d) My brother turns nine next week. **All** he wants is a new computer game.
 - (e) The two fire trucks were travelling fast. They were obviously attending an emergency.
 - (f) Our teacher prefers us to line up in two straight lines after lunch. It doesn't always happen though.
 - (g) I made a promise to my parents that I would finish any homework. **Thanklully**, the work was easy.
 - (h) People can only water their gardens on certain **days**. I think our days are Monday and Thursday.
- (b) No.
 - (c) Feb. 14
 - (e) 8.30 pm
 - (h) 25.12.10
 - (i) 15.5 cm
- If I could travel anywhere in the world, it would be around Australia. Tasmania is cold, so I'd go there in summer. I'd visit Alice Springs in winter and take a tour to Uluru. Tropical Queensland would be great to spend time in, so long as there were no cyclones or floods. The museums and art galleries in Canberra would definitely be worth seeing. It would be interesting to be there when parliament is in session. **Broome** is the kind of place I think I'd spend lots of time in. Thatway I could lie on the beach, ride camels and relax in the warm weather.

Full stops

A full stop always ends a complete statement.

1. Tick the complete statements and show where the full stop should be.

- | | | |
|--|---|--|
| (a) ☐ Here is all my money | (b) ☐ I caught | (c) ☐ Have they arrived |
| (d) ☐ Please send a message | (e) ☐ It's freezing | (f) ☐ The melon was sweet |
| (g) ☐ This is my dog who | (h) ☐ She wrote her address down | |
| (i) ☐ Is the answer right | (j) ☐ They made an excuse | |
| (k) ☐ It's a new beginning | (l) ☐ The garden was lovely | |

2. There are two statements in each line below. Add the full stops and any capital letters.

- (a) It's important to manage your time I have a routine every school day to do what I need to
- (b) I really enjoy the summer months when it's too cold in winter I can be a bit grumpy
- (c) All of my friends play in the same netball team we play on Saturday mornings
- (d) My brother turns nine next week all he wants is a new computer game
- (e) The two fire trucks were travelling fast they were obviously attending an emergency
- (f) Our teacher prefers us to line up in two straight lines after lunch it doesn't always happen though
- (g) I made a promise to my parents that I would finish any homework thankfully, the work was easy
- (h) People can only water their gardens on certain days I think our days are Monday and Thursday

3. Which of these use a full stop correctly?

- | | | | |
|--------------------------------------|--|--------------------------------------|---------------------------------------|
| (a) ☐ 4 mm. | (b) ☐ No. | (c) ☐ Feb. 14 | (d) ☐ ENTRY. |
| (e) ☐ 8.30 pm | (f) ☐ Rd. | (g) ☐ U.S.A. | (h) ☐ 25.12.10 |
| (i) ☐ 15.5 cm | (j) ☐ Dr P.J. Brown | | |

4. Show where the full stops should be. Add a capital letter where needed.

If I could travel anywhere in the world, it would be around Australia Tasmania is cold, so I'd go there in summer I'd visit Alice Springs in winter and take a tour to Uluru tropical Queensland would be great to spend time in, so long as there were no cyclones or floods the museums and art galleries in Canberra would definitely be worth seeing it would be interesting to be there when parliament is in session broome is the kind of place I think I'd spend lots of time in that way I could lie on the beach, ride camels and relax in the warm weather

PUPIL NAME

TEACHER INFORMATION

A **question mark (?)** is used:

- at the end of a sentence that asks a question; e.g. How are you?
- in direct and reported speech where a question is asked; e.g. 'How are you?' she asked.

Answers

1. Answers to questions will vary.

- (a) What time do you usually leave home to go to school?
- (b) What makes you feel grumpy?
- (c) What is the best excuse you could use for not doing homework?
- (d) What is something that always calms you down if you feel worried?

2–3. Answers will vary.

- 4. (a) 'Will you keep your promise to me?' she asked.
- (b) 'Have you decided what to do?' Dad asked.
- (c) 'Are there more than a thousand days in two years?' Kane asked.
- (d) 'May I have some water and see the menu?' she asked.
- (e) 'May we walk to the park?' asked Pari and Sunil.

Question marks

A question mark is always used at the end of a sentence which asks something.

1. Show where the question marks should be. Write answers.

- (a) What time do you usually leave home to go to school _____
- (b) What makes you feel grumpy _____
- (c) What is the best excuse you could use for not doing homework _____
- (d) What is something that always calms you down if you feel worried _____

2. Write a question for each answer given.

- (a) It begins at six o'clock. _____
- (b) At the airport. _____
- (c) Ice-cream, chocolate and cupcakes. _____
- (d) It's the 1st of April. _____
- (e) Australia, of course! _____

3. Draw a picture of your bedroom. Answer the questions.

- (a) What is the largest item in the room? _____
- (b) How many windows in the room? _____
- (c) What colour are the walls? _____
- (d) How many chairs are there? _____
- (e) What electronic items are in the room? _____



An *indirect question* is a sentence that tells you what question was asked. It is not a question itself, so it does not have a question mark; e.g. 'He asked the teacher if he could go to the library'.

4. Write a question to match each indirect question.

- (a) She asked me to keep my promise to her.

- (b) Dad asked if I had decided what to do.

- (c) Kane asked if there were more than a thousand days in two years.

- (d) She asked the waiter if she could have some water and see the menu.

- (e) Pari and Sunil both asked if they could walk to the park.

PUPIL NAME

TEACHER INFORMATION

An **exclamation mark** (**!**) is used to show a strong feeling; e.g. That's brilliant!
Ouch!

Answers

1. (a) I can't believe how fantastic that film was!
(b) 'Don't be late again!' the coach yelled.
(c) 'I love this surprise! Thank you so much!'
(d) Don't go there! It's too dangerous.
(e) That's a good reason for me to ground you!
(f) She absolutely loved the gift!
2. Answers will vary.
3. Answers may include:
(a) Don't do that again!
(b) Tell your brother to turn the music down!
(c) I'm only joking!
(d) This kitchen is such a mess!
(e) It's very important to do your best work!
(f) Keep away from my room!
4. Teacher check
5. Individual answer required.

Exclamation marks

An *exclamation mark* is used at the end of a sentence to show strong feeling. It can mark humour, surprise, excitement, anger, danger or fear. It can also show when someone is shouting or giving an order. A quoted exclamation mark is included within quotation marks.

1. Add the exclamation marks where needed.

- (a) I can't believe how fantastic that film was (b) 'Don't be late again' the coach yelled.
(c) 'I love this surprise Thank you so much' (d) Don't go there It's too dangerous.
(e) That's a good reason for me to ground you (f) She absolutely loved the gift

2. Finish these so each sentence needs an exclamation mark.

- (a) I was shocked to hear _____
(b) She was so excited she screamed, ' _____ '
(c) ' _____ ' ordered the rescue worker..
(d) The boss surprised him by saying, ' _____ '
(e) ' _____ ' shouted the famous actor..
(f) I was so frightened, _____

3. Rewrite each sentence so it becomes an exclamation.

- (a) Just tell her not to do that again. _____
(b) Please let your brother know he has to turn that music down.

(c) Matilda told me she was only joking. _____
(d) Mum was really angry to see the kitchen in such a mess.

(e) The teacher told us how important it was to do our best work.

(f) My big sister let me know she wanted me to keep away from her room.

Using an *exclamation mark* too often can make a piece of writing difficult or annoying to read. If you use too many, they can lose their effect. One is usually enough!

4. Draw a line (/) through the exclamation marks that are not needed.

- (a) Look at those spiders!!!! They're everywhere!!! (b) I felt so angry! that I could hardly speak!!!
I went to my room and slammed the door!!!
(c) It's arrived!!! Finally!! I'm so excited!!! (d) I won't say a word! I promise!!!! Not ever!!
(e) That tastes horrible!! I'm not eating it!!! Take it away or throw it out!!

5. Write a paragraph (4–6 sentences) on the back of this sheet to describe the kind of day you would love to have tomorrow. Use exclamation marks to show strong feelings.

PUPIL NAME

TEACHER INFORMATION

A **comma** { , } suggests a short pause and is used to make meaning clearer by separating parts of a sentence. Use a comma to:

- separate items in a list; e.g. I took pens, pencils, paper and paints to the class.
- separate lists of adjectives; e.g. He is talented, smart, strong and mature.
- separate clauses in a sentence; e.g. If I see him today, I'll definitely tell him.
- separate words, phrases and clauses at the start of a sentence; e.g. Firstly, I'm not going!
- separate words that add extra information; e.g. Kylie, my best friend, is coming to visit.
- separate the carrier (*I replied*) from the direct speech; e.g. 'That is Kylie', I replied.

Answers

- (a) I had juice, cereal and toast for breakfast this morning.
 - (b) My parents told me I should make a decision and focus on football, basketball, judo or swimming.
 - (c) I prefer science fiction to adventure, romance, horror or animated films.
 - (d) There were sheep, horses, cows, dogs, cats and chickens on the farm we visited last weekend.
- (a) Unless I work after tennis on Saturday, I'm not going to finish my essay in time.
 - (b) The book I read last week was great, though the ending was a little weird.
 - (c) I was really looking forward to writing some emails, then Mum called and said we were going out.
 - (d) Karla promised not to tell anyone our secret, then she went and spoke to her sister.
 - (e) Although Mum thought of installing satellite TV, she decided it was too expensive right now.
 - (f) I don't mind wearing our school uniform, though I'm glad to change when I get home.
- (a) The neighbours, who were usually very quiet, had a huge party last night.
 - (b) Our cricket coach, John, who played for England, makes sure that we all love training.
 - (c) The bus I catch, which was already running late, was crowded and noisy.
 - (d) The park across the road, Stirk Park, is where we often get together on Sunday afternoons.
 - (e) I left a message for Mum, who was still at work, to say I was at Casey's house.
 - (f) Belle, the captain of our netball team, asked her mum to help train us on Wednesday after school.
- Our school has two classes for each year level. There are more than 20 teachers and over 350 pupils. Our principal, Mr Atwell, is fair to everyone and runs the school well. We also have music, art and library classes. There is an assembly each Friday. This is the only school I've been to. I think the teachers and the kids are great because there is never any trouble.

Commas

A comma can be used to separate items in a list.

1. Show where the commas should be.

- (a) I had juice cereal and toast for breakfast this morning.
- (b) My parents told me I should make a decision and focus on football basketball judo or swimming.
- (c) I prefer science fiction to adventure romance horror or animated films.
- (d) There were sheep horses cows dogs cats and chickens on the farm we visited last weekend.

A comma can be used to separate two or more sentences or phrases that are joined together.

2. Show where the commas should be.

- (a) Unless I work after tennis on Saturday I'm not going to finish my essay in time.
- (b) The book I read last week was great though the ending was a little weird.
- (c) I was really looking forward to writing some emails then Mum called and said we were going out.
- (d) Karla promised not to tell anyone our secret then she went and spoke to her sister.
- (e) Although Mum thought of installing satellite TV she decided it was too expensive right now.
- (f) I don't mind wearing our school uniform though I'm glad to change when I get home.

Use a comma to separate words added for extra information.

3. Show where the commas should be.

- (a) The neighbours who were usually very quiet had a huge party last night.
- (b) Our cricket coach John who played for England makes sure we all love training.
- (c) The bus I catch which was already running late was crowded and noisy.
- (d) The park across the road Stirk Park is where we often get together on Sunday afternoons.
- (e) I left a message for Mum who was still at work to say I was at Casey's house.
- (f) Belle the captain of our netball team asked her mum to help train us on Wednesday after school.

4. There are too many commas in this paragraph. Circle those that should be left out.

Our school, has two classes, for each year level. There are more than, 20 teachers and, over 350 pupils. Our principal, Mr Atwell, is fair to everyone, and runs the school well. We also have, music, art, and library classes. There is an assembly, each Friday. This is the only, school I've been to. I think the teachers, and the kids, are great because, there is never any trouble.

PUPIL NAME

TEACHER INFORMATION

Quotation marks { ' ' } are used to:

- enclose direct speech; e.g. 'I can see you', said Tim.
- show quotations within quotations; e.g. 'The song is called "Insects" I think', said Maya.
- enclose words that the writer may not be using in their usual sense; e.g. The learner driver 'kangaroo-hopped' down the road.
- enclose the meaning of a word; e.g. The Spanish word 'siesta' means a 'short nap'.
- enclose titles of books, songs, special names, plays etc. (in handwritten work); e.g. 'The lion king' was playing.

Prim-Ed Publishing® follows guidelines for punctuation and grammar as recommended by the *Style manual for authors, editors and printers*, sixth edition, 2002. Note, however, that teachers should use their preferred guidelines if there is a conflict.

Answers

- (a) 'Please decide what you want for lunch', my mum said.
 - (b) I replied, 'I'd like a chicken sandwich, an apple and a juice box, please'.
 - (c) I spoke to Nan on the phone and said, 'We're coming to visit next Sunday after lunch'.
 - (d) The doctor looked at his notes and said, 'I'd like to do another test before we make a decision'.
- (a) 'I can't manage this', the pupil said. 'I need some help please'.
 - (b) 'I don't have a very good excuse,' I admitted, 'but I'll finish everything in the morning'.
 - (c) 'Please clean up around the room,' said Mr Carter, 'so it's ready for the next class'.
 - (d) 'I need to print these pages,' I told my brother, 'so can you find the new ink cartridges, please?'
- Answers will vary.
- Answers will vary.
- (a) 'I'm going to try harder', said James.
 - (b) 'I'd like a banana', he said, 'then an apple'.
 - (c) 'Don't touch that. It's mine!' my sister yelled.
 - (d) 'Keep up!' I shouted. 'We're nearly there.'
 - (e) 'Four laps of the pool', said the coach, 'and then you're done'.
 - (f) 'The game was great', I told my brother after they had won.

Quotation marks

Quotation marks are used to show the exact words that someone has spoken.

1. Add quotation marks to the spoken words in each sentence.

- (a) Please decide what you want for lunch, my mum said.
- (b) I replied, I'd like a chicken sandwich, an apple and a juice box, please.
- (c) I spoke to Nan on the phone and said, We're coming to visit next Sunday after lunch.
- (d) The doctor looked at his notes and said, I'd like to do another test before we make a decision.

2. Use quotation marks to show the speech breaks.

- (a) I can't manage this, the pupil said. I need some help please.
- (b) I don't have a very good excuse, I admitted, but I'll finish everything in the morning.
- (c) Please clean up around the room, said Mr Carter, so it's ready for the next class.
- (d) I need to print these pages, I told my brother, so can you find the new ink cartridges, please?

3. Complete each sentence by adding direct speech.

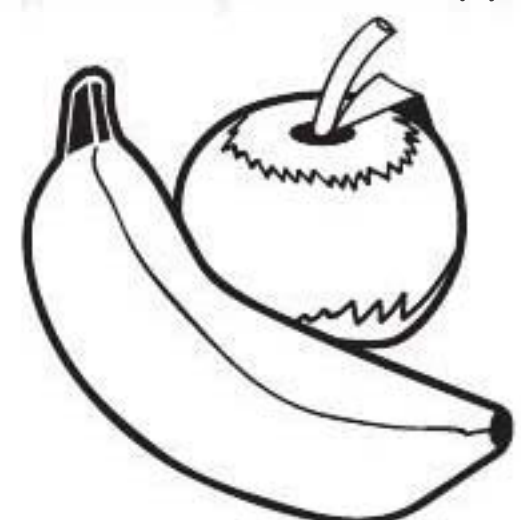
- (a) The sports reporter said, _____
- (b) The older boy shouted, _____
- (c) _____ explained the nurse.
- (d) _____ whispered Cooper.
- (e) The store manager said, _____
- (f) Sophie cried out, _____

4. Use quotation marks and write something:

- | | |
|--|--|
| (a) a music teacher might say to a pupil
_____ | (b) a visitor might say to his/her host
_____ |
| (c) a politician might say to a voter
_____ | (d) an American might ask an Australian
_____ |
| (e) a famous singer might say in an interview
_____ | (f) a parent might say to a child's teacher
_____ |

5. The quotation marks are incorrectly placed in each sentence. Show them correctly.

- (a) I'm going to try harder,' said James.'
- (b) I'd like a banana,' he said, then an apple.'
- (c) 'Don't touch that.' It's mine, my sister yelled.
- (d) 'Keep up! I shouted. We're nearly there.'
- (e) 'Four laps of the pool, said the coach, and then you're done.'
- (f) 'The game was great,' I told my brother after they had won.'



PUPIL NAME

TEACHER INFORMATION

An **apostrophe** (') is used:

- in contractions to show where letters have been dropped; e.g. I've taken it. She's taken it.
- to show ownership with nouns in the possessive case, e.g. the boy's bag, the children's bags
- when parts of words are left out to show the way a character speaks; e.g. I like 'em.

When used to show ownership, the apostrophe is placed directly after the owner(s); e.g. a **lady's** hat, the **ladies'** hats, the **Smiths'** dog, Mrs **Jones's** cat.

Possessive pronouns—its, his, hers, ours, yours—do not use an apostrophe.

Answers

- (a) Jasmine's homework
 - (b) cat's tail
 - (c) Mum's coffee
 - (d) plant's flowers
 - (e) Mark's helmet
 - (f) Charlie's laptop
- (a) Lucas's shirt has a blue collar.
 - (b) The children's work was on display.
 - (c) The sisters' bikes were stolen.
 - (d) The boss's chair is black leather.
 - (e) The women's meeting started.
 - (f) Ross's goal won the game.
 - (g) All the soldiers' uniforms are clean.
 - (h) The tradesmen's tools were in the truck.
- (a) The visitor's knock was very loud.
 - (b) The ocean's waves were huge.
 - (c) The public's votes are very important.
 - (d) The vase's flowers are pink.
 - (e) The woman's excuses were unbelievable.
 - (f) The artist's work has a message in each piece.
- (a) Eliza's dinner is cold because she couldn't eat it all.
 - (b) The woman's bills are piled up so she'll need to sort them so they'll all be paid on time.
 - (c) The children's parents are meeting tomorrow and they're going to talk about how they'll pay for the trip.
 - (d) Tyler's arm is broken so he can't write neatly and that's annoying him.
 - (e) I'd like to see Alice's new house but I don't know when Mum can take me there.
 - (f) I don't know where I could've put Jye's video game so I'll look harder before he's due to arrive.

Apostrophes

An *apostrophe* is used to show ownership. It is placed directly after the owner(s). It can also be used to replace missing letters when words are contracted.

1. Underline the owner and clearly show where the apostrophe should be. For example, Dad's hat is blue. ('Dad' is the owner. He owns the hat.)

- | | |
|--------------------------------------|-------------------------------------|
| (a) Jasmines homework was finished. | (b) The cats tail is white. |
| (c) Mums coffee is cold. | (d) The plants flowers were yellow. |
| (e) Marks helmet is green and white. | (f) Charlies laptop is black. |

If the name of the owner ends in an *s*, you need to add another *s* after the *apostrophe*; e.g. Chris's hat is blue.

2. Underline the owner and clearly show where the apostrophe should be in each sentence.

- | | |
|--|---|
| (a) Lucass shirt has a blue collar. | (b) The childrens work was on display. |
| (c) The sisters bikes were stolen. | (d) The bosss chair is black leather. |
| (e) The womens meeting started. | (f) Rosss goal won the game. |
| (g) All the soldiers uniforms are clean. | (h) The tradesmens tools were in the truck. |

3. Rewrite each sentence using an apostrophe; e.g. The leaves of the tree are green. The tree's leaves are green.

- | | |
|--|--|
| (a) The knock of the visitor was very loud.
_____ | (b) The waves of the ocean were huge.
_____ |
| (c) The votes of the public are very important.
_____ | (d) The flowers in the vase are pink.
_____ |
| (e) The excuses of the woman were unbelievable. _____
_____ | (f) The work of the artist has a message in each piece. _____
_____ |

4. Apostrophes are also used for contractions. Show where all the apostrophes for ownership and contractions should be in each sentence.

- (a) Elizas dinner is cold because she couldnt eat it all.
- (b) The womans bills are piled up so shell need to sort them so theyll all be paid on time.
- (c) The childrens parents are meeting tomorrow and theyre going to talk about how theyll pay for the trip.
- (d) Tylers arm is broken so he cant write neatly and thats annoying him.
- (e) Id like to see Alices new house but I dont know when Mum can take me there.
- (f) I dont know where I couldve put Jyes video game so Ill look harder before hes due to arrive.

PUPIL NAME

Answers

1. (a) **Mr** and **Mrs Baker** travelled to **France** and **Italy** for a six week holiday.
(b) It's amazing how many goals **Jeff Franklin** scored for the team!
(c) **Aleisha's** birthday is in **December** and mine is in **January**.
(d) **Do you know who the president of the United States of America is?**
(e) **I love it! Did you buy this in Bali? I'm going to wear it to Ellen's party.**
(f) **Elvis Presley** was a famous singer who lived in a mansion called **Graceland**.
(g) **Can you remember how many of the animated 'Shrek' films were made?**
(h) **Lucy and Rose** play for **Ashworth Football Club** every Sunday.
(i) **My address is 122 Market Street, Cooper Hill. We live close to Pacific Beach.**
(j) **Leave it alone, Scott!**
2. (a) **Australia is a country, an island, a continent and a great place to live.**
(b) **Oscar** invited **Jaxon, Cody, Blake, Lani** and **Hayley** to his party.
(c) My older brother had homework to do in **maths, science, history** and **music**.
(d) **You will need to bring warm clothes, boots, socks, water** and **a hat**.
(e) I'm not interested in **reading, watching a film, riding, playing** or **visiting anyone**.
(f) **Jade's sister, who was working part-time, saved enough to buy a car.**
(g) **Mr Lyons, who is a relief teacher, enjoys working at different schools.**
(h) I'm so surprised that **Oliver, who is only four, can read, write** and **draw so well**.
(i) **The off-duty officer, who was going to the cinema, stopped to help, called an ambulance and talked to the injured person.**
(j) **The restaurant, which was very expensive, had crystal glasses, fine china and linen napkins.**
3. (a) **'Go ahead and order from the menu', Mum told me.**
(b) **'It's too cold to wear that dress', I told my friend Asha.**
(c) **Lewis called and asked, 'We're going to the beach. Do you want to come?'**
(d) **'I don't want any more of this', Mark complained. 'It tastes horrible.'**
(e) **'You will need to stay another day', explained the doctor, 'and then we'll check the results again'.**
4. (a) **Alice's computer stopped working because the battery wasn't charged.**
(b) **Kylie's and Kelly's last names also begin with the letter K.**
(c) **All the birds' nests were carefully built and scattered through the branches.**
(d) **Dad's cooking isn't very tasty so we're all glad he cooks only on Tuesdays!**
(e) **Tara's huge dog scares me so she'll always put it outside when she's having visitors.**

1. Use capital letters and the correct sentence endings to edit these.

- | | |
|--|--|
| (a) mr and mrs baker travelled to france and italy for a six week holiday | (b) it's amazing how many goals jeff franklin scored for the team |
| (c) aleisha's birthday is in december and mine is in january | (d) do you know who the president of the united states of america is |
| (e) i love it did you buy this in bali i'm going to wear it to ellen's party | (f) elvis presley was a famous singer who lived in a mansion called grace land |
| (g) can you remember how many of the animated 'shrek' films were made | (h) lucy and rose play for ashworth football club every sunday |
| (i) my address is 122 market street cooper hill we live close to pacific beach | (j) leave it alone, scott |

2. Clearly mark where the commas should be in each sentence.

- | | |
|--|---|
| (a) Australia is a country an island a continent and a great place to live. | (b) Oscar invited Jaxon Cody Blake Lani and Hayley to his party. |
| (c) My older brother had homework to do in maths science history and music. | (d) You will need to bring warm clothes boots socks water and a hat. |
| (e) I'm not interested in reading watching a film riding playing or visiting anyone. | (f) Jade's sister who was working part-time saved enough to buy a car. |
| (g) Mr Lyons who is a relief teacher enjoys working at different schools. | (h) I'm so surprised that Oliver who is only four can read write and draw so well. |
| (i) The off-duty officer who was going to the cinema stopped to help called an ambulance and talked to the injured person. | (j) The restaurant which was very expensive had crystal glasses fine china and linen napkins. |

3. Clearly mark where the quotation marks should be in each sentence.

- (a) Go ahead and order from the menu, Mum told me.
- (b) It's too cold to wear that dress, I told my friend Asha.
- (c) Lewis called and asked, We're going to the beach. Do you want to come?
- (d) I don't want any more of this, Mark complained. It tastes horrible.
- (e) You will need to stay another day, explained the doctor, and then we'll check the results again.

4. Clearly mark where all the apostrophes should be in each sentence.

- (a) Alices computer stopped working because the battery wasnt charged.
- (b) Kyli's and Kelly's last names also begin with the letter K.
- (c) All the birds nests were carefully built and scattered through the branches.
- (d) Dad's cooking isn't very tasty so we're all glad he cooks only on Tuesdays!
- (e) Tara's huge dog scares me so she'll always put it outside when she's having visitors.

TEACHER INFORMATION

Nouns are naming words. They name people, places, things and ideas.

Common nouns are words naming general rather than particular things; e.g. **apple, river, table, colour**.

Proper nouns name specific people and things and use a capital letter; e.g. **England, Luke**.

Collective nouns name a group of people, animals or things; e.g. **class, herd**.

Abstract nouns name an idea, concept or quality; e.g. **love, danger, youth, pain**.

Nouns are often identified by the placement of **a, an, the** or **some** in front of the word.

Answers

1. (a) people, band
(b) visitor, thief, house
(c) crowd, Town Hall, protest
(d) Dublin city, Ireland
(e) toast, juice, yoghurt, breakfast
2. Proper nouns – Emily, Brazil, Paris, Max, Africa
Common nouns – monkey, computer, head, water, star
Collective nouns – team, mob, crew, gang, fleet
3. (a) ants – colony (b) bees – hive (c) birds – flock
(d) lions – pride (e) dolphins – pod (f) elephants – herd
(g) dogs – kennel (h) fish – school
(i) geese – gaggle (j) locusts – swarm
(k) wolves – pack (l) kittens – litter
4. (a) musicians – orchestra (b) dancers – troupe
(c) listeners – audience (d) sailors – crew
(e) directors – board (f) members – committee
(g) players – team (h) churchgoers – congregation
(i) relatives – family (j) soldiers – army
(k) pupils – class (l) thieves – gang

Nouns

Nouns are naming words. They name people, places, things and ideas.
Proper nouns name specific people and things and have a capital letter; e.g. Australia, Luke.
Common nouns are words naming general things; e.g. country, boy, pencil.
Collective nouns name a group of people, animals or things; e.g. class, herd.

1. Write the nouns in each sentence.

- (a) The young people danced while the band was playing.
- (b) The visitor arrived and saw a thief run from the house.
- (c) The crowd gathered outside the Town Hall for a protest.
- (d) Dublin is the capital city of Ireland.
- (e) I had toast, juice and yoghurt for breakfast.

2. Underline the nouns only in the list below. Sort them into proper, common and collective nouns.

below Emily team invite crew myself gang Brazil slowly fleet monkey carefully
Paris visiting computer inside water star oldest drive Africa head later Max mob

Proper nouns	Common nouns	Collective nouns

3. Write the collective noun for each of these animals.

flock colony gaggle pride swarm pack kennel hive litter pod herd school

- (a) ants (b) bees (c) birds (d) lions
- (e) dolphins (f) elephants (g) dogs (h) fish
- (i) geese (j) locusts (k) wolves (l) kittens

4. Write the collective noun for each group of people.

team orchestra army board gang troupe class congregation family audience committee crew

- (a) musicians (b) dancers (c) listeners
- (d) sailors (e) directors (f) members
- (g) players (h) churchgoers (i) relatives
- (j) soldiers (k) pupils (l) thieves

PUPIL NAME

TEACHER INFORMATION

A **verb** is a word or group of words that names an action or state of being. Verbs are often called 'doing words'; e.g. **road, walks, speak, has broken, ate, will type.**

Verbs can indicate tense, voice, mood, number and person.

Answers

1. Answers will vary. Examples include:

- | | |
|-------------------------------------|--|
| (a) She walked to school. | (b) My brother worked hard today. |
| (c) Look at that! | (d) Brush your teeth carefully. |
| (e) He will find Mum. | (f) It tasted great! |
| (g) I can catch the train. | (h) Leave the room, please. |
| (i) She always walks slowly. | (j) Write the answer neatly. |

2. spoke, leave, woke, caught, arrived, buy, kneel, spoilt, began, shook, make, paid.

- | | |
|----------------------------------|--------------------------------------|
| 3. (a) made, ate, washed, rode | (b) invited, swam |
| (c) noticed, reading, memorising | (d) writing, read, found |
| (e) sent, checked, had replied | (f) are, practising, making, talking |

4. Answers will vary. Examples include:

- (a) lifesaver – swim, surf, save
- (b) bee – buzz, fly, work
- (c) boat – float, sway, sink
- (d) teacher – talk, teach, read
- (e) baby – cry, eat, sleep
- (f) dentist – drill, clean, look
- (g) dog – bark, eat, sleep
- (h) musician – play, sing, perform
- (i) dolphin – swim, eat, play
- (j) flower – grow, die, bloom

5. Answers will vary.

Verbs

A verb is a 'doing word'. It describes what a person or thing is doing or being.
All sentences need a verb.

1. Add a verb to each sentence.

- (a) She _____ to school.
- (b) My brother _____ hard today.
- (c) _____ at that!
- (d) _____ your teeth carefully.
- (e) He will _____ Mum.
- (f) It _____ great!
- (g) I can _____ the train.
- (h) _____ the room, please.
- (i) She always _____ slowly.
- (j) _____ the answer neatly.

2. Write the words that can be used as verbs.

spoke	desk	leave	woke	nicely	Japan	oldest	caught	arrived	little	buy
first	kneel	spoilt	began	twice	anybody	shook	egg	make	paid	between

3. Circle the verbs in each sentence.

- (a) I made my bed, ate breakfast and washed the dishes before I rode to school.
- (b) I invited my neighbour over and he swam in our pool.
- (c) The teacher noticed the pupil reading and memorising the classroom rules.
- (d) After writing a story, I read it again and found it boring.
- (e) Ashley sent his brother a text message and later checked to see if he had replied.
- (f) My hobbies are sci-fi books, practising athletics, making cards and talking on the phone.

4. Write two verbs that describe what each of these might do.

- (a) lifesaver _____
- (b) bee _____
- (c) boat _____
- (d) teacher _____
- (e) baby _____
- (f) dentist _____
- (g) dog _____
- (h) musician _____
- (i) dolphin _____
- (j) flower _____

5. Write a sentence to include both given verbs.

- (a) teach, learn _____
- (b) spend, drive _____
- (c) discover, kept _____
- (d) broke, hang _____
- (e) think, lost _____

PUPIL NAME

TEACHER INFORMATION

The **tense** of a verb is used to show the time at which the action of that verb takes place.

Most verbs are regular and follow the same pattern for the past, present and future tense. For example, with the verb **to jump**; I **jump**/I **am jumping** (present tense); I **jumped**/I **was jumping** (past tense), I **will jump** (future tense).

Irregular verbs are those that do not follow this pattern, particularly in the past tense. For example, I **rise** (**rose**), I **teach** (**taught**), I **mean** (**meant**), I **win** (**won**), I **do** (**did**), I **begin** (**began**).

An **auxiliary verb** helps to form the tense of a verb. The verbs **to be**, **to have** and **to do** are auxiliary verbs; e.g. I **have** eaten. The auxiliary verb used in the future tense is **will**; e.g. I **will** eat.

Answers

1. (a) reply – was replying/replied
(b) believe – was believing/believed
(c) promise – was promising/promised
(d) buy – was buying/bought
(e) hear – was hearing/heard
(f) forget – was forgetting/forgot
(g) worry – was worrying/worried
(h) fight – was fighting/fought
(i) burn – was burning/burnt/burned
(j) begin – was beginning/began
(k) feel – feeling/felt
(l) choose – choosing/chose
2. (a) I **threw** the ball and Ben **caught** it.
(b) My brother **watched** a film while I **typed** my messages.
(c) Mum **asked** for help so I **finished** my work quickly.
(d) I **gave** some chocolate to Jason and **ate** the rest.
(e) The athlete **ran** around the track and **checked** her times.
(f) Dad **signed** my form and I **took** it to the teacher.
3. (a) Julia **will drive** to work and **will stay** late.
(b) Azami **will draw** the picture and **will display** it in the room.
(c) The spiders **will scare** me so I **will close** the shed door.
(d) I **will write** a lot in my journal and **will use** coloured pens.
(e) The book **will be published** and many people **will buy** it.
4. (a) He **pays** for the ticket and **tries** to sit near the front.
(b) He **drinks** a litre of water after he **finishes** the game.
(c) She **behaves** badly so I **tell** her to go away.
(d) I **copy** the work and **give** it to the teacher.
(e) I **hide** my jewellery so it **isn't stolen**.
(f) I **wash, brush** and **style** my hair before dinner.

Verb tenses

Verbs can be changed to show what is happening in the present, what happened in the past or what will happen in the future. For example, She *is walking* to school (present). She *walked* to school (past). She *will walk* to school (future).

Some verbs change more than just by adding a suffix. For example, He *is thinking* about it (present). He *thought* about it (past). He *will think* about it (future).

1. Write these present tense verbs in the past tense.

- (a) reply _____ (b) believe _____ (c) promise _____
(d) buy _____ (e) hear _____ (f) forget _____
(g) worry _____ (h) fight _____ (i) burn _____
(j) begin _____ (k) feel _____ (l) choose _____

2. Underline the verbs and write them in the past tense.

- (a) I throw the ball and Ben catches it. _____
(b) My brother watches a film while I type my messages. _____
(c) Mum asks for help so I finish my work quickly. _____
(d) I will give some chocolate to Jason and eat the rest. _____
(e) The athlete is running around the track and checking her times. _____
(f) Dad is signing my form and I'm taking it to the teacher. _____

3. Rewrite the verbs to show the future tense.

- (a) Julia is driving to work and staying late. Julia will _____ to work and will _____ late.
(b) Azami has drawn the picture and displayed it in the room. _____
(c) The spiders scared me so I closed the shed door. _____
(d) I have written a lot in my journal and used coloured pens. _____
(e) The book was published and many people bought it. _____

4. Rewrite the verbs to show the present tense.

- (a) He paid for the ticket and tried to sit near the front. He _____ for the ticket and _____ to sit near the front.
(b) He drank a litre of water after he finished the game. _____
(c) She has behaved badly so I told her to go away. _____
(d) I copied the work and gave it to the teacher. _____
(e) I hid my jewellery so it wasn't stolen. _____
(f) I washed, brushed and styled my hair before dinner. _____

PUPIL NAME

TEACHER INFORMATION

A **pronoun** is used in place of a noun to avoid repetition.

Personal pronouns refer to people. They can be singular or plural, subjective or objective and may indicate gender. Examples are: **I, you, he, she, we, they, me, him, her, his, them, mine, hers, theirs, ours.**

Impersonal pronouns refer to everything but people. They can be singular or plural, subjective, objective or possessive. Examples are: **it, they, them, theirs.**

Relative pronouns refer to people and objects and connect clauses and sentences. They are used in the three cases:

- subjective – **who, that, which**
- possessive – **whose, of that, of which, of whose**
- objective – **whom, that, which.**

Other examples of relative pronouns are **whoever, whomever, whichever** and **whatever**.

Demonstrative pronouns replace nouns and function in the same way as nouns in a sentence. They have no gender but are used in the three cases:

- subjective – **this, that, these, those**
- possessive – **of this, of that, of these, of those**
- objective – **this, that, these, those.**

Other examples of demonstrative pronouns are: **other, such, same, former, latter** and ordinal numbers (**first, second** etc.).

Interrogative pronouns are used in asking questions. They include **who, whose, whoever** (used for people) and **what, which** and **whatever** (used for things).

Reflexive pronouns are used in sentences that contain verbs whose actions are directed toward the subjects of the verbs. Add the suffixes **–self** or **–selves** to the personal pronouns **my, your, him, her, our, them** and **one**.

Indefinite pronouns are words that refer to people or things without saying exactly who or what they are. Examples include **all, another, any, anybody, anyone, anything, both, each one, either, everybody, everyone, everything, few, little, many, more, much, neither, nobody, none, no-one, nothing, other, others, several, some, somebody, someone, something** and **such**.

Note: Some indefinite pronouns can also be used as determiners.

For example, I would like **some** (indefinite pronoun). I would like **some** apples (determiner).

Answers

- | | | |
|------------|-------------------|----------|
| (a) she | (b) he | (c) they |
| (d) we/she | (e) their/he/they | |
- Singular – **I, he, she, it, me, her, mine, his, hers, its**
 Plural – **we, they, us, them, ours, theirs**
- | | | |
|--------------|-------------|---------------|
| (a) somebody | (b) nothing | (c) something |
| (d) each | (e) some | (f) anyone |
- Answers will vary.
- (a) Australia is a big country. **It** has over 20 million people.
 (b) Sally was reading. I think **she** liked the author. **Her** book was from the library.
 (c) Mike and Dean went to the pool. **They** were training for the race. It's good to see **them** having fun.
 (d) That's the towel Kirsty brought. **She** had it at my house. I think it actually belongs to **her** brother.
 (e) Brad and Lewis spoke to Miss Smith. **They** told **her** that Matt was ill. **She** asked **them** where **he** was.

Pronouns

A pronoun is a word that takes the place of a noun; for example, *Dale* draws well. *He* is talented. *Dale* is the noun and *he* is the pronoun. Use a pronoun so you don't have to repeat the noun in a sentence.

1. Circle the pronouns.

- (a) Mia spoke first and then she sat down. (b) Jack decided to sit down because he had a headache.
(c) Kyle and Adam worked in the library so they could concentrate. (d) We are going to see Abbey after she is finished.
(e) Their house is next door to Mr Russel's and he collects the mail when they are away.

Pronouns can take the place of one noun or more than one noun.

2. Sort the pronouns into singular and plural.

I he we she they us it me her them mine ours his hers theirs its

- (a) Singular – _____
(b) Plural – _____

Indefinite pronouns are words that refer to people or things without saying exactly who or what they are. For example, *everyone* was dancing, *nobody* was dancing, *somebody* was dancing. These words still take the place of nouns even though they are not specific.

3. Write the indefinite pronoun in each sentence.

- (a) Somebody gave her a birthday gift. _____ (b) There was nothing for me to do. _____ (c) Something will happen. _____
(d) I saw each person get a meal. _____ (e) He had some left over. _____ (f) Anyone can come in. _____

4. Write a sentence that includes the indefinite pronoun given.

- (a) anything _____
(b) someone _____

5. Pronouns have not been used in the following sentences. Put a line through the repeated nouns and write pronouns.

- (a) *Australia is a big country.* Australia has over 20 million people. _____
(b) *Sally was reading.* I think Sally liked the author. Sally's book was from the library. _____
(c) *Mike and Dean went to the pool.* Mike and Dean were training for the race. It's good to see Mike and Dean having fun. _____
(d) *That's the towel Kirsty brought.* Kirsty had it at my house. I think the towel actually belongs to Kirsty's brother. _____
(e) *Brad and Lewis spoke to Miss Smith.* Brad and Lewis told Miss Smith that Matt was ill. Miss Smith asked Brad and Lewis where Matt was. _____

TEACHER INFORMATION

An **adjective** is a word that describes or gives more information about a noun or pronoun; e.g. **pretty, thin, tall, delicious**. It qualifies the word it describes by making it more specific; e.g. the **red** dress—the adjective **red** specifies the colour of the noun **dress**. Adjectives can tell about the colour, size, number, classification or quality of a noun or pronoun. They can come before or after the noun and usually after the pronoun; e.g. the **beautiful** bird, The bird is **beautiful**. It is **beautiful**.

There are three forms of adjectives: absolute (e.g. **small**), comparative (e.g. **smaller**), superlative (e.g. **smallest**).

Answers

1. (a) I bought a cheap bracelet from the small shop. **cheap, small**
(b) The happy child laughed while watching the funny programme. **happy, funny**
(c) I love sleeping in on cold days and pulling up the thick blanket. **cold, thick**
(d) We ate spicy prawns, white rice and crispy wontons. **spicy, white, crispy**
(e) I promised to write any important message on the coloured pad near the cordless phone. **important, coloured, cordless**
2. (a) calm – calmer, calmest (b) straight – straighter, straightest
(c) heavy – heavier, heaviest (d) near – nearer, nearest
(e) angry – angrier, angriest (f) light – lighter, lightest
(g) bossy – bossier, bossiest (h) round – rounder, roundest
(i) young – younger, youngest (j) unhappy – unhappier, unhappiest
3. (a) That's good work. It's **better** than your last effort. It's probably the **best** you've done!
(b) Devin had many toys. He had **more** than I. He had the **most** of all our friends.
(c) That's only a little piece. It's **littler** than this one. It's the **littlest** of all.
4. Answers will vary.

Adjectives

Adjectives are describing words that tell more about a noun. Identify an adjective by looking at the noun and asking, 'What's it like?' e.g. My *wonderful* mother cooked a *delicious* meal. The nouns are 'mother' and 'meal'. The adjectives that describe the nouns are highlighted.

1. Underline the nouns in each sentence and write the adjectives.

- (a) I bought a cheap bracelet from the small shop. _____
- (b) The happy child laughed while watching the funny programme. _____
- (c) I love sleeping in on cold days and pulling up the thick blanket. _____
- (d) We ate spicy prawns, white rice and crispy wontons. _____
- (e) I promised to write any important message on the coloured pad near the cordless phone. _____

Adjectives can be used to compare people and things; for example, The bracelet is *cheap*. It is *cheaper* than the necklace. It is the *cheapest* of all the jewellery.

2. Write two more comparing adjectives for each word given.

- | | | | |
|-----------|-------|--------------|-------|
| (a) calm | _____ | (b) straight | _____ |
| (c) heavy | _____ | (d) near | _____ |
| (e) angry | _____ | (f) light | _____ |
| (g) bossy | _____ | (h) round | _____ |
| (i) young | _____ | (j) unhappy | _____ |

Adjectives that are used to compare do not always follow the same pattern; for example, I'm having a *bad* day. It's *worse* than yesterday. It's the *worst* day ever.

3. Write two more comparing adjectives to complete these.

- (a) That's good work. It's _____ than your last effort. It's probably the _____ you've done!
- (b) Devin had many toys. He had _____ than I. He had the _____ of all our friends.
- (c) That's only a little piece. It's _____ than this one. It's the _____ of all.

4. Write a noun and five adjectives for each.

(a) famous person	(b) TV show	(c) sport	(d) film	(e) song
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

PUPIL NAME

TEACHER INFORMATION

An **adverb** can modify or add information about verbs (e.g. work **quickly**), adjectives (e.g. **extremely** pretty) and other adverbs (e.g. walking **very quickly**). They indicate when (**soon**), where (**here**), how (**silently**) and how often (**frequently**). Many adverbs end in **ly**; e.g. **carefully**, **finally**, **nightly**, **exactly**.

Adverbs can be categorised as:

- time – again, early, now, never, often, then, today, tomorrow
- location – above, below, away, down, up, inside, outside, here, there
- manner – fast, slowly, well, happily, creatively, politely, carelessly
- degree – almost, entirely, little, much, more, rather, too, very
- reason – so, why
- number – first, once, second, twice, third

Answers

- | | |
|----------------------|-----------------------|
| (a) slowly | (b) neatly, carefully |
| (c) quickly, heavily | (d) early, quietly |
| (e) easily, closely | |
- Answers will vary.
- Answers will vary. Examples include:
 - how – angrily, awkwardly, truthfully, exactly, gradually, strangely, silently, perfectly
 - where – here, there, inside, above, below, under, away, up, down
 - when – soon, usually, again, today, often, now, possibly, never, later
- | | |
|--|-----------|
| (a) She arrived <u>early</u> . | adverb |
| (b) It is very <u>early</u> . | adjective |
| (c) He wrote that <u>well</u> . | adverb |
| (d) The class did <u>well</u> in the test. | adverb |
| (e) It is a <u>fast</u> boat. | adjective |
| (f) The boat was travelling <u>fast</u> . | adverb |
| (g) It was a <u>late</u> night. | adjective |
| (h) I returned the book <u>late</u> . | adverb |
| (i) He jumped high over the <u>bar</u> . | adverb |
| (j) The <u>bar</u> was high. | adjective |

Adverbs

An *adverb* gives more exact information, usually about a verb and sometimes about an adjective or another adverb. Many adverbs end in /y and most answer the questions when (time)? how (manner)? or where (place)?

1. Write the adverbs in each sentence. The verbs are underlined.

- (a) He walked slowly to school because he was waiting for Blake. _____
- (b) She neatly wrote the paragraph and carefully checked for errors. _____
- (c) Michael ran home quickly because it was raining heavily. _____
- (d) They arrived early and quietly helped the teacher. _____
- (e) The player easily hit the ball and won a closely contested match. _____

An adverb can be placed at the beginning of a sentence, in the middle or at the end. The best way to know where it belongs is to read the sentence and decide if it sounds right. For example, *Recently*, I read a book. I *recently* read a book. I read a book *recently*.

2. Write two sentences that show the adverb placed in different positions.

- (a) suddenly _____

- (b) yesterday _____

- (c) usually _____

- (d) calmly _____

3. Write four different adverbs that tell how, when and where.

- (a) How _____
- (b) Where _____
- (c) When _____

It is not always clear which word is an adverb until you see what work it does in a sentence. For example, She works *hard* (adverb). She is a *hard* worker (adjective).

4. Write whether the underlined word works as an adverb or adjective in each sentence.

- (a) She arrived early. _____
- (b) It is very early. _____
- (c) He wrote that well. _____
- (d) The class did well on the test. _____
- (e) It is a fast boat. _____
- (f) The boat was travelling fast. _____
- (g) It was a late night. _____
- (h) I returned the book late. _____
- (i) He jumped high over the bar. _____
- (j) The bar was high. _____

TEACHER INFORMATION

A **conjunction** is a word (or words) that connects words, phrases, clauses and sentences; e.g. **and, but, because, so, that**.

- Conjunctions used to join sentences of equal importance are called **coordinating conjunctions**; e.g. I like apples **and** oranges. They include **and, but, for, yet, or, as well as, both, so, therefore** and **nor**.
- Conjunctions used to join clauses are called **subordinating conjunctions**; e.g. She was happy **because** I arrived. They include **because, before, if, while, until, like, though, although, unless, as, since, where, whenever, wherever**.

Answers

- | | | |
|---------|------------|-------------|
| (a) but | (b) and | (c) because |
| (d) so | (e) before | (f) unless |
| (g) if | (h) before | (i) or |
- | | |
|-------------|-----------------|
| (a) because | (b) so |
| (c) but | (d) since/after |
| (e) whether | (f) though/but |
- Answers will vary.
- | | |
|-----------------|--------------------|
| (a) and, before | (b) or, so |
| (c) so, unless | (d) where, because |
| (e) after, and | |
- Answers will vary.

Conjunctions

Conjunctions are words that join together other words, phrases and sentences.

1. Circle the conjunctions.

- | | | |
|---|--|--|
| (a) Our garden is messy but theirs is lovely. | (b) It would be crazy and dangerous to do that. | (c) I bought it because it is useful. |
| (d) That's cruel, so please don't do it. | (e) I had a shower before I got dressed. | (f) I'm not buying it unless I can get it more cheaply. |
| (g) I'll give you my email address if you promise to write. | (h) It's important to leave a message before you go out. | (i) Are you going to make an excuse or say you're sorry? |

2. Write a suitable conjunction for each.

- (a) I have saved an amount of money _____ I want to buy a gift for my friend.
- (b) He put the notice up _____ everyone could see the results.
- (c) I would ask you to come over _____ the house is a mess.
- (d) Our class isn't quite the same _____ Mrs Levit left to have her baby.
- (e) I predict she'll be famous _____ she likes it or not.
- (f) We usually travel through the tunnel, _____ it was closed for some reason.

3. Finish each sentence.

- (a) I'm going to finish my homework **although** _____
- (b) You need to get dressed **before** _____
- (c) It's impossible to do that **unless** _____
- (d) Do you remember that place **where** _____
- (e) Our house is so different **since** _____
- (f) I think I'm really going to do it **whether** _____

4. There can be more than one conjunction in a sentence. Circle the conjunctions in each.

- (a) Jess put on her uniform and brushed her teeth before she left for school.
- (b) I can't decide if I should stay with ballet or athletics so I'm asking for your advice.
- (c) That will be too heavy for you, so ask for help unless you want to hurt yourself.
- (d) I loved that store where I found my jeans because they are so comfortable.
- (e) I'm going to watch the programme after I've finished the dishes and had a shower.

5. Write a sentence for each pair of conjunctions shown.

- (a) after, although _____
- (b) since, and _____
- (c) whether, or _____
- (d) where, before _____

PUPIL NAME

TEACHER INFORMATION

Prepositions are words that show the relationship between two words or phrases in a sentence. They show the relationship between time and space and are always attached to a noun or pronoun; for example: Tim walked **to** school. The cat was **under** the tree. I sat **behind** Max.

Prepositions are usually short words such as **on, above, in, with, by, near, down, off and along.**

More complex prepositions include **instead of, apart from, ahead of, with reference to and in addition to.**

Answers

1. (a) after (b) across (c) around
(d) during (e) through (f) near
(g) off (h) between (i) against
2. (a) position – above, near, behind, outside, by, in, underneath, below
(b) direction – to, across, through, down, around
(c) time – after, during, before
3. (a) Mum took the pot **off** the stove. off
(b) The dog was **by** the tree. by
(c) Corey played **at** Mark's house. at
(d) The submarine was **under** the water. under
(e) Don't pour the milk **down** the drain. down
(f) Please put the dishes **on** the table. on
(g) Larissa is going **with** Mia's family. with
(h) The ball is **over** the road. over
(i) The book fell **behind** the desk. behind
(j) Callum lives **near** the library. near
4. Answers will vary.
5. The makeover show was on TV. They started work **after** the family left. Jane painted inside the house before putting new furniture around the rooms. Mike and his team worked on the garden. They planted native shrubs **against** the fence and roses beside the gazebo. A spa was installed between the patio and shed. A hammock was set up under the tree. When the family looked throughout their house, they loved it!

Prepositions

A *preposition* is a word which shows how one thing is related to another. A **preposition can show position, direction or time. Prepositions are used with a noun or pronoun. In the sentence, 'The cat is underneath the desk', the preposition is *underneath*. It tells how *the cat* is related to the *desk*.**

1. Circle the preposition in each sentence.

- (a) Her name was called out after mine. (b) The driver travelled across the bridge. (c) She looked around the room.
(d) The game will be played during the day. (e) They walked through the maze. (f) The printer is near the computer.
(g) He fell off his skateboard yesterday. (h) The forks are between the spoons and knives. (i) The girls are playing against the boys.

2. Sort the prepositions into three groups that show position, direction and time.

<i>after</i>	<i>above</i>	<i>to</i>	<i>near</i>	<i>during</i>	<i>behind</i>	<i>before</i>	<i>across</i>
<i>through</i>	<i>outside</i>	<i>down</i>	<i>by</i>	<i>in</i>	<i>underneath</i>	<i>around</i>	<i>below</i>

- (a) position _____
(b) direction _____
(c) time _____

3. Circle the preposition and underline the nouns it relates to in each sentence.

- (a) Mum took the pot off the stove. (b) The dog was by the tree.
(c) Corey played at Mark's house. (d) The submarine was under the water.
(e) Don't pour the milk down the drain. (f) Please put the dishes on the table.
(g) Larissa is going with Mia's family. (h) The ball is over the road.
(i) The book fell behind the desk. (j) Callum lives near the library.

4. Write sentences by adding a *verb* and *preposition* to the two nouns given.

- (a) Hawaii, beaches _____
(b) television, sofa _____
(c) thief, mansion _____
(d) stadium, fans _____
(e) musician, stage _____

5. Underline all the prepositions in this paragraph.

The makeover show was on TV. They started work after the family left. Jane painted inside the house before putting new furniture around the rooms. Mike and his team worked on the garden. They planted native shrubs against the fence and roses beside the gazebo. A spa was installed between the patio and shed. A hammock was set up under the tree. When the family looked throughout their house, they loved it!

TEACHER INFORMATION

A **sentence** is a group of words that makes sense on its own. It must have a finite verb (a verb with a subject), a capital letter at the start, and end with a full stop, question mark or exclamation mark.

Answers

1. (a) statement, Aunty Joan, grew
(b) statement, firefighter, saved
(c) question, birthday, is
(d) statement, Rashid, played
(e) statement, Cooper, replied
(f) statement, children, ate
(g) command, book, bring
(h) statement, Lucas, whispered
2. Answers will vary.
3. Answers will vary. Examples include:
(a) He carefully caught a beautiful butterfly in the garden.
(b) He slowly walked his new bike to the shed.
(c) Have you completely cleaned your study room?
(d) My lovely grandma made delicious cupcakes.
(e) The qualified electrician professionally installed the lights.
4. Answers will vary.

Sentences

A *simple sentence* usually has only one subject and one verb; e.g. The *bird* (subject) *flew* (verb). It can be a statement, question or command and adjectives and adverbs can be added.

1. Complete the table to show whether these sentences are statements, questions or commands. Write the subject and verb for each.

Sentence	Type of sentence	Subject	Verb
(a) Aunty Joan grew lovely flowers.			
(b) The brave firefighter saved the child.			
(c) When is your birthday?			
(d) Rashid played football with the team.			
(e) Cooper replied to my message.			
(f) The children ate sandwiches for lunch.			
(g) Bring the book here.			
(h) Lucas whispered a secret.			

2. Write a sentence that is a:

- (a) statement about your family. _____
- (b) question about your idol. _____
- (c) command your parents might give you. _____

3. Rewrite these sentences. Add an adjective and adverb to each.

- (a) He caught a butterfly in the garden. _____
- (b) He walked his bike into the shed. _____
- (c) Have you cleaned your room? _____
- (d) My grandma made cupcakes. _____
- (e) The electrician installed the lights. _____

A *phrase* is a group of words which does not make complete sense on its own. It is not a complete sentence because it does not contain a verb with a subject; e.g. down the hill.

4. Add a subject and verb to each phrase and write the complete sentence.

- (a) near the window _____
- (b) over the fence _____
- (c) during the day _____
- (d) without her watch _____
- (e) beside the sofa _____

PUPIL NAME

TEACHER INFORMATION

A **simple sentence** has one main idea and usually contains only one verb and one subject. It cannot be broken down into other clauses; e.g. **Mark** (subject) **threw** (verb) **the ball** is an example of a simple sentence.

A **compound sentence** has two (or more) independent clauses with a conjunction.

For example, *Tim and I saw the film but I didn't enjoy it.*

(Clauses can be separated by a comma, semicolon or colon.)

A **complex sentence** has a main (independent) clause and at least one subordinate (dependent) clause; e.g. *The doctor worked long hours at a hospital where there were many very sick children.*

Answers

1. Answers will vary. A conjunction is a word or words that connect words, phrases, clauses and sentences; e.g. and, but, so that.
2. (a) Rob slept late because he was extremely tired. *because he was extremely tired*
(b) I always drink a glass of water before I eat dinner. *before I eat dinner*
(c) She is shopping in the city so call later today. *so call later today*
(d) Mia and I saw a film while we ate ice-creams. *while we ate ice-creams*
(e) She bought a chocolate muffin which she left on the counter. *which she left on the counter*
3. Answers will vary.
4. Answers will vary.

Sentences – compound and complex

A compound sentence is made up of two simple sentences each with a verb and its subject and joined together by a conjunction.

1. Add a conjunction and another simple sentence that makes sense by itself to create a compound sentence.

- (a) Tara watched her favourite film _____
- (b) Scott and Luke were careful _____
- (c) The famous chef cooked a meal _____
- (d) The birds landed in the large tree _____
- (e) The hairdresser styled Emma's hair _____
- (f) Dr Morgan operated on the man _____

A complex sentence is made up of two parts which both have a verb and its subject. One part of a complex sentence is dependent on the other.

2. Underline the verbs. Circle the clause that is dependent on the other clause.

- (a) Rob slept late because he was extremely tired.
- (b) I always drink a glass of water before I eat dinner.
- (c) She is shopping in the city so call later today.
- (d) Mia and I saw a film while we ate ice-creams.
- (e) She bought a chocolate muffin which she left on the counter.

3. Finish your own complex sentences.

- (a) I play my favourite game before _____
- (b) Yesterday, we were late for school because _____
- (c) It is great to have a group of friends who _____
- (d) Our family enjoys going on picnics, although _____
- (e) We will need to purchase another computer when _____
- (f) My brother has been unable to exercise since _____

4. Sometimes a conjunction can go at the beginning of a sentence. Add a simple sentence to form a longer, complete sentence.

- (a) Although I'm tired, _____
- (b) Unless you go, _____
- (c) As soon as I leave, _____
- (d) Since she arrived, _____
- (e) Before I write, _____
- (f) Whether you come or not, _____

PUPIL NAME

TEACHER INFORMATION

A **paragraph** is a group of sentences about one main idea. The sentences should follow in a logical order. It is usual to start a new paragraph when introducing a person, new place, change of time or idea.

Answers

1. *The following sentence does not belong in the paragraph because it has nothing to do with the main idea.*

(a) The teacher said to finish the maths activities.

The following sentence is incorrectly placed. It should be the third sentence.

(b) She took the lawnmower out of the shed and pushed it around the back.

The following sentence does not belong in the paragraph because it has nothing to do with the main idea.

(c) There were so many people in the shopping centre.

2. Answers will vary.

Paragraphs

A paragraph is a group of sentences that are about one main idea. The sentences should follow in a logical order.

1. Write the sentence that does not belong or is in the wrong order.

- {a} Jasmine wanted to change her room around. She needed some help to move the bed because she wanted it closer to the window. She liked the view into the garden. Right now, her study desk was in the way. The teacher said to finish the maths activities. She decided to ask her older brother for help.

- {b} Mum decided that the lawn needed mowing and Dad was working away. She was determined to do it herself. I went outside to watch. It didn't take long before I was laughing because Mum couldn't even start it! She took off her jacket and tried again. She took the lawnmower out of the shed and pushed it around the back. This time it started with a loud roar.

- {c} There were so many people in the shopping centre. My aunt and uncle came for a visit and stayed all afternoon. Josh and I played with our cousins while the adults sat in the spa. My mum and aunt made some salad and Uncle Eric cooked some steak and sausages on the barbecue. It was a really good day and we were all tired after dinner.

2. Write a paragraph about each subject given. Include some of the following: simple sentence, compound sentences, complex sentences, direct speech and indirect speech.

- {a} A recent enjoyable day.

- {b} A favourite piece of technology.

- {c} A special person

PUPIL NAME

Answers

1. (a) I **began** my homework at 4.30, but then my cousin **came** to see me and **brought** a new game.
 (b) He just didn't see **anything** that was different **from** what had already **been done**.
 (c) I was annoyed when Mark took my cards **from** me because he could **have** asked first.
 (d) Before I **lay** down I asked Mum if she would **lend** me her new pillow.
2. Answers will vary. Examples include:
 (a) very – extremely, especially; nice – lovely, appropriate
 (b) get – take, remove; said – asked, pleaded
 (c) good – interesting, fun; got – became, felt; see – watch, view
 (d) went – walked, travelled; said – suggested, hinted; good – perfect, great; get – eat, buy
 (e) said – stated, pronounced; like – love, be keen; nice – perfect, fine; fun – enjoyable, pleasant
3. Alternatives for each sentence:
 (a) Tyler couldn't believe there **wasn't anybody** surfing today.
 (b) When I called Holly, she said she wasn't going **anywhere** today.
 When I called Holly, she said she **was going** nowhere today.
 (c) The teacher decided that he wouldn't correct **any** of the words until we had edited our work.
 The teacher decided that he **would correct** none of the words until we had edited our work.
 (d) The principal asked what happened but I told him that I didn't see **anything**.
 The principal asked what happened but I told him that I **saw** nothing
 (e) I promised myself that on Sunday I wouldn't watch **any** sport on TV.
 I promised myself that on Sunday I **would watch** no sport on TV.
4. (a) a beginning (b) an address (c) an amount
 (d) a message (e) an excuse (f) a useful tool
 (g) a pyramid (h) an important idea

Word usage

1. These sentences each contain two words that are often misused. Identify the errors and rewrite the words correctly above them.

- (a) I begun my homework at 4.30 but then my cousin come to see me and bought a new game.
- (b) He just didn't see nothing that was different to what had already being did.
- (c) I was annoyed when Mark took my cards off me because he could of asked first.
- (d) Before I lied down I asked Mum if she would loan me her new pillow.

2. Some words are used too often. Write a more interesting sentence by replacing the underlined words. Create the new word above each underlined word.

- (a) I was very careful about choosing a really nice present for my Nanna.
- (b) 'Can you please get all that junk off the table?' said Mum.
- (c) The beginning of the film was good but then I got too tired to see the end.
- (d) After we went to the beach, I said it would be good if we could get lunch.
- (e) Rachel said, 'I would like to go to the basketball court because it's a nice day and it will be fun'.



3. Double negatives can completely change the intended meaning of a sentence. Replace one of the negatives and rewrite each sentence.

- (a) Tyler couldn't believe there wasn't nobody surfing today.

- (b) When I called Holly, she said she wasn't going nowhere today.

- (c) The teacher decided that he wouldn't correct none of the words until we had edited our work.

- (d) The principal asked what happened but I told him that I didn't see nothing.

- (e) I promised myself that on Sunday I wouldn't watch no sport on TV.

4. Write 'a' or 'an' for each.

- (a) ____ beginning (b) ____ address (c) ____ amount (d) ____ message
- (e) ____ excuse (f) ____ useful tool (g) ____ pyramid (h) ____ important idea

Answers

1. Answers will vary. Examples include:
 - (a) common noun – house, tree, book
 - (b) proper noun – Jane, Max, France
 - (c) collective noun – flock, crowd, family
 - (d) verb – walk, talk, eat
 - (e) pronoun – I, he, they
 - (f) indefinite pronoun – anyone, someone, it
 - (g) adjective – soft, beautiful, large
 - (h) adverb – eagerly, slowly, loudly
 - (i) conjunction – and, but, because
 - (j) preposition – on, above, behind

	Nouns	Verbs	Adjectives	Adverbs	Prepositions	Conjunctions	Pronouns
(a)	Kelly, lunch	invited, to sit, ate	delicious	happily	near	while	she, her, they
(b)	Nan, cakes	baked, finished	lovely, special	gladly		and	my, her, we, them
(c)	Sam, bed	called, told, was, was feeling		when, sick, weakly	in	because	I, he, me
(d)	Oscar, work, park	completed, wanted to go		easily	down to	because	his, he
(e)	girl, room, teacher, front	is sat	new, smallest, thoughtful		in near	so	her

3. (a) taught – past (b) will learn – future (c) drove – past
 (d) discover – present (e) thinks – present (f) chose – past
 (g) will try – future (h) went – past
4. (a) sentence – A group of words that makes sense on its own.
 (b) phrase – A group of words without a verb.
 (c) simple sentence – A group of words with a subject and a verb which makes sense by itself.
 (d) compound sentence – Two groups of words, each with a verb and its subject, joined together by a conjunction.
 (e) complex sentence – Two groups of words, each with a verb and its subject, joined by a conjunction, but one is dependent on the other.
 (f) paragraph – A group of sentences about one main idea.

1. Give two examples of each.

- (a) common noun _____ (b) proper noun _____
- (c) collective noun _____ (d) verb _____
- (e) pronoun _____ (f) indefinite pronoun _____
- (g) adjective _____ (h) adverb _____
- (i) conjunction _____ (j) preposition _____

2. Complete the table using words from the following sentences.

- (a) She happily invited Kelly to sit near her while they ate a delicious lunch.
- (b) My lovely Nan gladly baked her special cakes and we finished them.
- (c) When I called Sam he weakly told me he was in bed because he was feeling sick.
- (d) Oscar easily completed his work because he wanted to go down to the park.
- (e) The new girl is the smallest in the room so the thoughtful teacher sat her near the front.

	Nouns	Verbs	Adjectives	Adverbs	Prepositions	Conjunctions	Pronouns
(a)							
(b)							
(c)							
(d)							
(e)							

3. Write whether these verbs are written in the present, past or future.

- (a) taught _____ (b) will learn _____ (c) drove _____ (d) discover _____
- (e) thinks _____ (f) chose _____ (g) will try _____ (h) went _____

4. Write the word to match each definition.

<i>complex sentence</i>	<i>sentence</i>	<i>paragraph</i>	<i>phrase</i>
<i>compound sentence</i>	<i>simple sentence</i>		

- (a) A group of words that makes sense on its own. _____
- (b) A group of words without a verb. _____
- (c) A group of words with a subject and a verb which makes sense by itself. _____
- (d) Two groups of words, each with a verb and its subject, which are independent but joined together by a conjunction. _____
- (e) Two groups of words, each with a verb and its subject, joined by a conjunction, but one is dependent on the other. _____
- (f) A group of sentences about one main idea. _____

Answers

1. (a) Tessa had **to move** her chair so she **could see** the screen.
 (b) Scott **wanted** some pizza so his mother **sliced** it for him.
 (c) I **walked** to the station and **waited** for the train **to arrive**.
 (d) She had **to wipe** the floor after **dropping** the glass she **was drinking** from.

2. (a) Emma rode to school and parked his (her) bike.
 (b) Ben is going to see Jeff and we (they) are playing cricket.
 (c) I will ask Jack if she (he) wants to sit with all of ours (us).
 (d) Mr Owens drove her (his) car then parked him (it) in the garage.
 (e) Is that my (mine) or yours because myself (I) don't remember.

3. (a) The baby is lightest (lighter) than I am.
 (b) We managed to get the cheaper (cheapest) price of all.
 (c) The very later (latest) news from the disaster is terrible.
 (d) My brother is oldest (older) than I and my sister is the younger (youngest).
 (e) She was so angrier (angry) with me that I didn't think things could get any best (worse).

4. (a) He and I **worked** on the same project yesterday.
 (b) Dad reminded me **ho** was going to work late tonight so Mum would pick me up. (speech marks unnecessary)
 (c) It sounded like Max didn't do **anything** to annoy Zac, but **ho** was upset anyway.
 (d) I was so **surprised** when Nan called and told me I was going to the city with her **tomorrow**. (speech marks unnecessary)

1. The verbs in these sentences are written in the wrong tense. Rewrite each sentence correctly.

(a) Tessa had to moved her chair so she could seeing the screen.

(b) Scott want some pizza so his mother slices it for him.

(c) I walk to the station and waits for the train to arrived.

(d) She had to wiping the floor after drops the glass she was drank from.

2. Underline the incorrect pronouns. Write the correct pronoun for each.

(a) Emma rode to school and parked his bike.

(b) Ben is going to see Jeff and we are

playing cricket. _____

(c) I will ask Jack if she wants to sit with all

of ours. _____

(d) Mr Owens drove her car then parked him

in the garage. _____

(e) Is that my or yours because myself don't remember. _____

3. The adjectives in these sentences are incorrect. Underline the adjectives and write them correctly.

(a) The baby is lightest than I am.

(b) We managed to get the cheaper price of all.

(c) The very later news from the disaster is terrible.

(d) My brother is oldest than I and my sister is the younger.

(e) She was so angrier with me that I didn't think things could get any best.

4. Each of these sentences has errors. Rewrite each correctly.

(a) He and me are working on the same project yesterday?

(b) Dad reminded me 'she was going to work late tonight so Mum would pick me up'.

(c) It sounded like Max didn't do nothing to annoy Zac, but she was upset anyway.

(d) I was so surprising when Nan called and told me 'I was going to the city with her yesterday'.
